

Student Performance

Campus Goal: Shadow Oaks will reach recognized status for the 2008-2009 academic year in all tested areas.

Campus Objective: Reading TAKS scores will be 90% or above. Writing TAKS scores will be 97% or above. Math TAKS scores will be 85% or above. Science TAKS scores will be 75% or above. Commended levels for all subjects will be 25% or above. DRA and Observation Survey levels will be on or above recommended district reading levels (90% or above).

5 Year Plan Goal SBISD will be an exemplary school district with an enriched and relevant PK-12 curriculum that promotes creativity, critical thinking, and achievement.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
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Communicate grade level nine week plan among specials and specialists to enhance content integration. Share roadmaps with parents through grade level newsletters (to include specials) during nine week parent conferences. Purchase materials and supplies, study trips, tutoring, OEY, etc. and provide staff to support implementation of nine week roadmap.	<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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, Team Leaders, LA, Math, Science, Primary SIS, Title I Intervention Team, ESOL Consulting Teacher Title III, Classroom Teachers, CIS	Faculty & Staff Title I Intervention Team and Parent Liaison = \$156,867.00 Title I Supplies/Materials = \$8033.00 Title I Subs (6112) \$5000.00 Title I Other Payroll (6116) = \$7000.00 {Tutoring} Title I Stipends 6113 = \$10,000.00 {Summer School} Title I Student Transportation = \$5000.00	Instructional Plan/Road map Grade Level Newsletter	End of Year Obs.S.,DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/TELPAS/RPTE End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals Family Survey
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2	Plan intervention strategies for struggling students in all tested areas during grade level extended planning. Topics covered: benchmark data, progress report data, report card data, DRA, OS, Running Records, STAT progress chart, staffing process, etc. Continue use of data wall (K-2, Special Ed.) and goal setting plan for DRA data (K-% below level and Special education).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, LA, Math, Science, Primary SIS, Counselor, Social Worker, Nurse, LSSP, and Speech/Language Pathologist, CIS Title I Intervention team, Title III Consulting Teacher, Classroom Teacher	Faculty and Staff Special Education Dept. Dept. of Accountability and Research	Instructional Plan/Road map Evidence of differentiated instruction Lesson Plan Classroom walk throughs Attendance Academic progress STAT List Reading Assessment Wall Extended Planning Calendar	End of year increase in number of attendance from 07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals End of Year Obs.S., DRA/EDL, Flynt Cooter R.R. Report TAKS/TELPAS/RPTE Benchmarks Retention List
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3	DDI cadre will chart instructional strategies by grade level and participate in grade level conversations focusing on instructional strategies; classroom instruction and lesson plans will reflect the implementation of the components of effective instruction (modules 1-6)	<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	Administrators, LA, Math, Science, Primary SIS, Title I Intervention Team, Reading Recovery Teacher, ESOL Consulting Teacher Title III, DDI cadre Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report Cards Cadre Agendas/Meetings	End of Year Obs.S., DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/ RPTE/TELPAS End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals
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4	<p>READING</p> <p>Ensure each language arts classroom is implementing the component of the literacy framework. Provide a dedicated time for students to read silently and journal responses. Utilize campus literacy team to model guided reading instruction. Develop a procedure for diagnostic assessment of new students. Maintain and purchase materials to support reading instruction.</p>	<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 checked="" type="checkbox"/> CSP	Administrators, LA and Primary SIS, Title I Intervention Team, Reading Recovery Teacher, ESOL Consulting Teacher Title III, LA Cadre Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report Cards Cadre Agendas/Meetings Reading Assessment Wall	End of Year Obs.S.,DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/ RPTE/TELPAS End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals
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5	<p>WRITING</p> <p>Ensure the differentiation of writing instruction through balanced literacy components and Consume, Critique, Model, Produce. Maintain use of multi sensory grammar, district spelling guidelines, word walls, anchor charts, and journals. LA cadre will vertically align practice regarding mechanics and conventions. Maintain and purchase materials to support writing instruction.</p>	<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 checked="" type="checkbox"/> CSP	Administrators, LA and Primary SIS, Title I Intervention Team , ESOL Consulting Teacher Title III, LA Cadre Classroom Teachers	Faculty and Staff	Instructional Plan/Road map Writing Calendar Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report cards Cadre Agendas/minutes	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Benchmarks Student & Teacher Surveys TAKS/TELPAS Retention List Committee summary Student exiting LEP program data Student exiting At-Risk Status Faculty & Staff Appraisals
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6	LANGUAGE ARTS: Staff Development Continue Language Arts staff development opportunities through faculty meetings, horizontal & vertical teams, books clubs, and coaching to include: balanced literacy; Guided Reading strategies; phonemic strategies; comprehension and critical thinking strategies; Words Their Way; differentiated curriculum (flexible grouping, literature genre); reading journals; Writer's Workshop; Consume, Critique, Produce; Spelling; Multi sensory Grammar; writing strategies for students with dyslexia. Provide opportunities for teachers to observe two colleagues to increase their "toolbox" of strategies.	<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	Administrators, LA and Primary SIS, Title I Intervention Team, Reading Recovery, LA Cadre ESOL Consulting Teacher Title III Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Agendas, Sign-Ins Benchmarks Campus assessments Obs. S., DRA/EDL, Flynt Cooter fall & mid year Calendar of Staff Development Reading Assessment Wall	End of Year Obs.S.,DRA/ EDL Flynt Cooter RR Report Annual IPT TAKS/TELPAS/RPTE End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals PDLC Reports
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7	MATH Ensure each math classroom is implementing instruction through the use of math workshop, Questioning to Promote Thinking, Number work, Math Their Way, math stations, problem solving model, journals, word wall/vocabulary, math facts, and use of manipulatives, Lone Star Problem Solving , Math Navigators (5th Grade). Maintain and purchase materials and manipulatives to support math instruction. Continue Math Fact Mornings.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Administrators, Math and Primary SIS, Title I Intervention Team, Math Cadre ESOL Consulting Teacher Title III Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Cadre Agendas/Minutes Report Cards	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Faculty & Staff Appraisals
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8	MATH: Staff Development Continue staff development opportunities through faculty meetings, horizontal & vertical teams, books clubs, and coaching to include: math workshop/differentiation; Questioning to Promote Thinking; Number work, Math Their Way; math stations; problem solving model; literature and journaling in the math classroom; Math Navigators (5th).	<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	Administrators, Math and Primary SIS, Title I Intervention Team, Math Cadre ESOL Consulting Teacher Title III Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Agendas, Sign-Ins Benchmarks Campus assessments Calendar of Staff Development	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Faculty & Staff Appraisals PDLC Reports
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9	<p>SCIENCE Ensure the implementation of science instruction through the use of FOSS materials, interactive notebooks/journals, vocabulary development, work stations, word wall, outreach programs by the Science Center, Science Box and Museum. Utilize district materials and benchmarks (FOSS & District) for all grade levels. Focus on science vocabulary, concept attainment, and deep comprehension and integration among subjects. Maintain schedule and usage of the science labs. Provide opportunity for PK-3 classrooms to participate in class entry and individual entries for 3rd - 5th grade Science Fair. Maintain and purchase materials to support science instruction. Develop campus checkpoint assessments.</p>	<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 checked="" type="checkbox"/> CSP	Administrators, Science and Primary SIS, Title I Intervention Team, Science Cadre Classroom Teachers	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Lab Schedule Walk Throughs Benchmarks Campus assessments Progress Reports Report card Cadre Agendas/minutes	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student Survey Lab Reports Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Teacher Appraisals
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10	<p>SCIENCE: Staff Development Continue Staff development opportunities through faculty meetings, horizontal & vertical teams, books clubs, and coaching to include: science strands; integration of science in other content areas; word walls/vocabulary, science interactive notebooks/journals, moving students from concrete to abstract; scientific method; FOSS and hands on learning.</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	Administrators, Science and Primary SIS, Title I Intervention Team, Science Cadre Classroom Teachers	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Agendas, Sign-Ins Benchmarks Campus assessments Calendar of Staff Development	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Faculty & Staff Appraisals PDLC Reports
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11	<p>SOCIAL STUDIES Ensure social studies instruction is consistently and firmly embedded with in the nine week plans. Display civic projects during PTA events. Utilize study trips and school programs and projects(specials team) to support social studies instruction / themes. Designate lead social studies teacher . Maintain and purchase materials to support social studies instruction.</p>	<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 checked="" type="checkbox"/> CSP	Administrators, LA SIS, Title I, Intervention Team, Social Studies Teachers, Social Studies Lead Teacher, Social Studies Cadre Classroom Teachers, Specials Team	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Tutorial List Benchmarks Campus assessments Progress Reports Cadre Agendas/minutes	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Spring Benchmarks Committee Summary Teacher Appraisals List of Study Trips
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12	SOCIAL STUDIES: Staff Development Continue staff development opportunities through faculty meetings, horizontal & vertical teams, books clubs, and coaching to integrate social studies in other content areas.	<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	Administrators, Title I Intervention Team, Social Studies Cadre, Social Studies Lead Teacher Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Agendas, Sign-Ins Training Evaluations Benchmarks Campus assessments Calendar of Staff Development	End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals PDLC Reports
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13	TECHNOLOGY Demonstrate differentiated instruction through the integration of technology TEKS in the content areas. Utilize computers on wheels (laptops); Smart Board; ACTIVboard 4th & 5th, Portable Keyboards, Easy Tech K - 5, Type to Learn 3rd, Kid/Inspiration; using computer peripheral, i.e. scanner, digital camera, projector, Odyssey, Study Island, AR. Grade level projects will be displayed at Technology Night.	<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	Administrators, LA, Math, Science, and Primary SIS, Title I Intervention Team, Classroom Teachers, Librarian, LEP Team, Technology Committee	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Compass Printed Reports Study Island Printed Reports Lab Schedule Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Committee Agendas/Minutes Report Cards AR Reports	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Faculty & Staff Appraisals
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14	TECHNOLOGY: Staff Development Continue staff development in regards to the integration of technology in all content areas through faculty meetings, horizontal & vertical teams, books clubs, and coaching.	<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	Administrators, Title I Intervention Team, Librarian, Technology Committee Classroom Teachers	Faculty and Staff Instructional Technology Department	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan weekly Compass Printed Reports Study Island Printed Reports Lab Schedule Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Committee Agendas/Minutes Report Cards	Evaluations following benchmark calendars End of Year Student Assessment Analysis End of year Report Card Dialogue from data conference Student & Teacher Surveys Benchmarks TAKS Retention List Committee summary Student exiting At-Risk Status Faculty & Staff Appraisals PDLC Reports
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15	SECOND LANGUAGE DEVELOPMENT Ensure second language development in compliance with the SBISD one way dual language plan (PK -2) and transitions plan (3rd-5th). Maintain and purchase materials to support ESOL instruction. Title III Consulting Teacher and Primary SIS will provide in class support in PK-2nd for the one-way dual language program focusing on bilingual learning centers.	<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 checked="" type="checkbox"/> CSP	Administrators, Title I Intervention Team, ESOL Consulting Teacher Title III, Classroom Teachers	Faculty & Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report card English acquisition measures	End of Year Obs.S.,DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/TELPAS/RPTE End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals
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16	SECOND LANGUAGE DEVELOPMENT: Staff Development Provide staff development in second language development and ESOL strategies through faculty meetings, horizontal & vertical teams, books clubs, and coaching to include: implementation of one way dual language plan (PK-2) English language development; Leer Mas.	<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	Administrators, Title I Intervention Team, ESOL Consulting Teacher Title III, Classroom Teachers	Faculty & Staff, Bilingual Department	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report card English acquisition measures	End of Year Obs.S.,DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/TELPAS/RPTE End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals PDLC Reports
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17

SPECIAL EDUCATION

Establish small group instruction for all in-class support classrooms to maximize resources of two teachers in the classroom. Establish clearly defined expectations/roles for implementing the IEP. Monitor data and develop plans for intervention to meet the students' IEPs and grade level TEKS/TAKS requirements.

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

Administration, LSSP
Speech/Language Pathologist,
Special Ed. Committee
Special Ed. Teachers
Classroom Teachers

Faculty & Staff

Evidence of differentiated instruction in
Lesson Plan
Curriculum meeting
Walk Throughs
Agendas, minutes, & sign-in
Calendar of Staff Development
STAT List
Special Ed. Referral List

End of Year Obs.S.,DRA/ EDL,
Flynt Cooter
RR Report
Annual IPT
TAKS/TELPAS/RPTE
End-of-year report cards
Evaluations following benchmark
calendars
End of Year Student Assessment
Analysis
Dialogue from data
conferences
Benchmarks
Teacher & Student Surveys
End-of-year AR Log
Retention List
Committee Summary
Students exiting LEP
program data
Students exiting At-Risk
status
Faculty & Staff Appraisals
PDLR Reports

18

SPECIAL EDUCATION: Staff Development

Continue staff development for all faculty through faculty meetings, horizontal and vertical teams, book clubs and coaching to include: goal setting based on data, advanced co-teaching model, differentiated instruction, transitioning students to LRE, working with students in the classroom with significant academic and/or behavioral needs, documentation and implementation of modifications, and referral process and 504 identification.

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

Administration, LSSP,
Speech/Language Pathologist,
Special Ed. Committee
Special Ed. Teachers ,
Classroom Teachers

Faculty & Staff

Evidence of differentiated instruction in
Lesson Plan
Curriculum meeting
Walk Throughs
Agendas, minutes, & sign-in
Calendar of Staff Development
STAT List
Special Ed. Referral List

End of Year Obs.S.,DRA/ EDL,
Flynt Cooter
RR Report
Annual IPT
TAKS/
RPTE/TELPAS
End-of-year report cards
Evaluations following benchmark
calendars
End of Year Student Assessment
Analysis
Dialogue from data
conferences
Benchmarks
Teacher & Student Surveys
End-of-year AR Log
Retention List
Committee Summary
Students exiting LEP
program data
Students exiting At-Risk
status
Faculty & Staff Appraisals
STAT List Sp. Ed. Referral List
"Hit Rate" for Special Ed.

Student Performance

Campus Goal: Shadow Oaks will embed a college focus in academic and non-academic experiences.

Campus Objective: All students will participate in career-focused experiences in alignment with the curriculum. Non-academic experiences will be offered for students during and after school hours with a focus on post elementary activities. Conscience delivery of a college-focused message will be communicated to parents through conversation, presentations, and written correspondence.

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	Create activities in alignment with the social studies and science TEKS that focus on careers; highlight careers within academic areas as noted in nine week plans, schedule community speakers throughout year in alignment with curriculum.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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 checked="" type="checkbox"/> CSP	Administrators, Team Leaders, Faculty and Staff, S.S. Lead Teacher, Social Studies Cadre	Faculty and Staff	Where applicable: *Sign-Ins, hours recorded per campus visit *Academic Progress per student served *Instructional Plan/Roadmaps *Lesson Plans *Parent Newsletter	Teacher, Student & Family Surveys List of Speakers Cadre Summary
2	Promote college focus through activities such as, college T-shirt day; pennants, morning announcement fight songs, guest speakers from area colleges, attending SWHS and SOMS events, such as athletic and fine arts events. Deliver college focus message to parents through PTA events, conferences, and 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 checked="" type="checkbox"/> CSP	Administrators, Team Leaders, CIT members, Counselors, Social Worker, CIS, Faculty and Staff	Faculty and Staff	Where applicable: *Sign-Ins, hours recorded per campus visit *Academic Progress per student served *Instructional Plan/Roadmaps *Lesson Plans *Parent Newsletter	Teacher, Student & Family Surveys List of Speakers Cadre Summary

3	Highlight the talents and accomplishments of the students: Honor Roll 2nd - 5th - 10/30, 12/18, 3/26, 6/1 5th grade Program - 11/11 4th grade Holiday Program - 12/09 K Rodeo Program - 2/17 1st, 3rd, 5th Health Fitness Program - 3/31 2nd Spring Show - 4/21 Primary Field Day 4/17 Science & Technology Night -TBA Science Field Day- TBA PK End of Year Program 5/08 Intermediate Field Day 5/12 Kindergarten Graduation 6/02 5th Grade Graduation 6/03	<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 checked="" type="checkbox"/> CSP	Administrators, Team Leaders, CIT members, Counselors, Social Worker, CIS, Faculty and Staff, Speicals Team	Faculty and Staff	Where applicable: *Sign- Ins, hours recorded per campus visit *Academic Progress per student served *Instructional Plan/Roadmaps *Lesson Plans *Parent Newsletter	Teacher, Student & Family Surveys
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4	Participate in fine arts activities/ performances on and off campus that prepare our students for middle school opportunities; align specials activities that provide our students with necessary skills for electives in middle school; participate in the following: District Health Fitness Demonstration District Track Meet Rodeo Art District Choir Performance Holiday Music Performances District Spelling Bee	<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 checked="" type="checkbox"/> CSP	Administrators, Team Leaders, Faculty and Staff, Specials Team, GT Coordinator	Faculty and Staff	Where applicable: *Sign-Ins, hours recorded per campus visit *Academic Progress per student served *Instructional Plan/Roadmaps *Lesson Plans *Parent Newsletter	Teacher, Student & Family Surveys
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Student Performance

Campus Goal: Shadow Oaks will enhance the campus-wide character education program.

Campus Objective: All students will increase the number of developmental assets possessed.

Objective: All staff will increase their competencies in building resiliency and developmental assets and incorporate the knowledge and strategies into the school environment.

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	Ensure the implementation of Character Education with a focus on character traits, developmental assets and TRIBES through scheduled daily lessons, community circle, newsletter, and guidance lessons. Increase focused TRIBES activities for weeks prior to winter & summer break and testing times. Support grade levels by assigning TRIBES trainer to each grade level for daily activity. Provide Character Education Assemblies: Motivational Productions - 10/3	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Administrators, CIT members, Counselor, Social Worker, CIS, Team Leaders, Faculty and Staff, TRIBES Trainers, SEL Cadre	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress Cadre Agendas/Minutes	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PDLC Reports PEIMS 425 Incident Report
2	Continue the implementation of the Forty Developmental Assets. Develop SEL leadership cadre meetings to provide direction for campus; identify developmental assets that will be reinforced for '08-'09 school year. Utilize "book clubs" to support staff development.	<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 checked="" type="checkbox"/> CSP	Administrators, CIT members, Counselor, Social Worker, CIS, Team Leaders, Faculty and Staff, TRIBES Trainers, SEL Cadre	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress Cadre Agendas/Minutes	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PDLC Reports PEIMS 425 Incident Report

3

Continue to identify target students for intervention through: staffing process, STAT process; intervention and support team meetings; team meetings; monitor office referrals. Provide leadership development/ gang prevention program with Victor Gonzalez to target at-risk students in grades 4 and 5. Provide lunch bunch for each classroom on a weekly basis though counselor, social worker and CIS. Provide small group counseling for identified students. Continue mentoring for students by faculty, staff, and community partnerships. Implement Peer Mediation

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

Administrators, CIT members, Counselor, Social Worker, CIS, Team Leaders, Faculty and Staff, TRIBES Trainers, SEL Committee

Faculty and Staff

Instructional Plan/Road map
 Evidence of differentiated instruction in Lesson Plan
 Walk Throughs
 Discipline records/reports
 Attendance
 Academic progress

End of year decrease in number of office referrals from '07-'08
 End of year increase in number of attendance from '07-'08
 End of year increase in academic achievement from '07-'08
 Teacher, Student and Family Surveys
 Faculty and Staff Appraisals
 PDLR Reports
 PEIMS 425 Incident Report

Student Performance

Campus Goal: Shadow Oaks will increase the opportunities for students to participate in learning experiences outside the classroom.

Campus Objective: Out-of-school learning opportunities will be offered in alignment with the curriculum. (before school, after school, study trips)
Enrichment experiences outside the classroom will be offered during the school day to enhance the learning opportunities. (study trips, lab opportunities, experience-based learning)

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 Establish a student leaders program for fourth and fifth grade students.	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, CIT members, Faculty and Staff, Social Studies Lead Teacher; Social Studies Cadre	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PDLC Reports PEIMS 425 Incident Report
2 Expand the talent pool and PGP for students in K-2. Provide weekly enrichment activities for the talent pool and identified students.	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, CIT members, Faculty and Staff, Librarian; GT Committee	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Academic progress	End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals

3	<p>Develop before and after school clubs i.e. computer, chess, book club, book nook etc.</p> <p>Reinitiate SOE Cruise ship two times per year: ie. Faculty will host ninety minute period of enrichment activities based on faculties' interest and talents. Students will self select an activity for participation.</p>	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, CIT members, Faculty and Staff, SEL Cadre	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PEIMS 425 Incident Report
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4	<p>Align study trips with social studies and science curriculum; provide opportunities in all subject areas for students to experience hands-on, real life learning noted in nine week and lesson plans. Utilize Public library and provide opportunities to train our parents on the use of the public library.</p>	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Administrators, CIT members, Faculty and Staff, Science SIS, Lead Teacher Social Studies Team Leaders, Social Worker, CIS	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PEIMS 425 Incident Report
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5	<p>Ensure SOE library night to open monthly throughout the school year. Develop gym nights two events per year. CSHAC team will develop and implement a plan for student and family wellness activities/awareness.</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 checked="" type="checkbox"/> CSP	Administrators, CIT members, Faculty and Staff, Librarian Specials Team CSHAC Committee	Faculty and Staff	Parent Newsletter Sign-Ins, hours recorded per campus visit.	Teacher, Student & Family Survey
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Safety

Campus Goal: Shadow Oaks will promote an expectation of shared leadership in establishing a culture of safety and respect.

Campus Objective: All staff will incorporate learned competencies in behavior and classroom management to meet the diverse student needs.
All staff will increase and incorporate competencies in collaboratively building a positive environment conducive to learning.

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1	Provide positive behavior support and safety for students in all settings through: school wide behavior plan; implementation of Designing and Delivery of Instruction components; mentoring program; preventative education with school counselor & health instruction weekly; Principal's 100 Club; parent training; purchase materials and aids to support implementation	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Administrators, Counselor, Social Worker, CIT members, Campus TRIBES Trainers, CIS, Faculty and Staff, SEL Cadre and Discipline Committee	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PEIMS 425 Incident Report
2	Enhance school wide behavior expectations. Update and communicate expectations for all stakeholders across all settings to include cafeteria, classroom, bus, playground, etc. (fall and spring.). Continue partnership with transportation. Teachers will ride buses the first week of school and one week in January. Emphasize consistent implementation among all faculty and staff.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Administrators, Counselor, Social Worker, CIS, CIT members, Campus TRIBES Trainers, Faculty and Staff, SEL Cadre and Discipline Committee	Faculty and Staff	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Walk Throughs Discipline records/reports Attendance Academic progress	End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PEIMS 425 Incident Report

3	<p>Discipline Committee will provide leadership, maintain open communication with faculty during faculty meetings, and facilitate staff development opportunities through faculty meetings, horizontal and vertical teams, book clubs and coaching to include. Provide staff development to increase their "toolbox" for support students with chronic office referrals.</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 checked="" type="checkbox"/> CSP	<p>Administrators, Counselor, Social Worker, CIS, CIT members, Campus TRIBES Trainers, SEL Cadre, Discipline Committee</p>	<p>Faculty and Staff Safe & Drug Free Schools Dept.</p>	<p>Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan weekly Walk Throughs weekly Discipline records/reports weekly/monthly Attendance Academic progress</p>	<p>End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PDLC Reports PEIMS 425 Incident Report</p>
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4	<p>Safety Leadership Committee will provide leadership, maintain open communication with faculty during faculty meetings. Emergency Operations Plan (to include health emergencies)and Safety Drills Provide hand held radio for playground to communicate during recess. Provide staff surveys (check points) to monitor progress throughout year. Develop Study Trip checklist.</p>	<input type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	<p>Administrators, CIT members, Discipline Committee</p>	<p>Faculty and Staff Title I = Professional Services - \$5000.00</p>	<p>Sign- Ins, Master Calendar Agendas</p>	<p>Teacher, Student and Family Surveys Safety Log EOP Audit</p>
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5	<p>Host a new comers "lunch bunch" to support new students arriving to SOE.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Administrators, CIT members, Counselor</p>	<p>Faculty and Staff</p>	<p>Sign-In Master Calendar Agendas</p>	<p>End of year decrease in number of office referrals from '07-'08 End of year increase in number of attendance from '07-'08 End of year increase in academic achievement from '07-'08 Teacher, Student and Family Surveys Faculty and Staff Appraisals PEIMS 425 Incident Report</p>
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Operations

Campus Goal: All Shadow Oaks resources (human, time, and monetary) will correspond to the Campus Improvement Plan with a focus on student achievement.

Campus Objective: All finances will support the campus/district goals and student achievement.

Objective: Through collegiality and teamwork, human and time resources will support campus initiatives and student achievement.

5 Year Plan Goal SBISD will use strategic plans to be fiscally responsible and efficiently use all resources-human, time and monetary-to support student achievement.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
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1 Continue to tie all expenditures to district goals, campus improvement plan and student achievement. Title funds support the funding of reading intervention, primary SIS, and science SIS.	<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	Admin, CIT members	Faculty & Staff Title I Intervention Team and Parent Liaison = \$156,867.00 Title I Supplies/Materials = \$8033.00 Title I Subs (6112) \$5000.00 Title I Other Payroll (6116) = \$7000.00 {Tutoring} Title I Stipends 6113 = \$10,000.00 {Summer School} Title I Student Transportation = \$5000.00	CIT Meetings Budget evaluations monthly	End of Year budget '08-'09
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2	<p>Continue collaborative teaming through weekly administrative meetings, bi-monthly intervention and support team meetings, weekly grade level meetings. Administrative, intervention, support and special education team collaborate to review student data and develop schedules to meet the needs of all students. School Improvement Specialist model provides in-class support for teachers and students to maximize instruction. Maintain contact logs and schedules.</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	Administrators, Team Leaders, LA, Math, Science, Primary SIS, Title I Intervention Team, ESOL Consulting Teacher Title III, Classroom Teachers, LSSP	Faculty & Staff Sp. Ed. Dept.	Instructional Plan/Road map Evidence of differentiated instruction in Lesson Plan Curriculum meeting Walk Throughs Benchmarks Campus assessments Progress Reports Report cards Parent Newsletter	End of Year Obs.S.,DRA/ EDL, Flynt Cooter RR Report Annual IPT TAKS/TELPAS/RPTE End-of-year report cards Evaluations following benchmark calendars End of Year Student Assessment Analysis Dialogue from data conferences Spring Benchmarks Teacher & Student Surveys End-of-year AR Log Retention List Committee Summary Students exiting LEP program data Students exiting At-Risk status Faculty & Staff Appraisals Family Survey
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3	<p>Continue mentoring program for new teachers. New teachers participate in bi-monthly meetings with lead mentors and administration. Establish new teacher goals and plan for supporting the implementation of plan.</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 checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, Lead Mentor, Mentors	Faculty & Staff Mentor grant	Sign-In Agendas Mentor Log Diagnostic goals	Teacher Survey Faculty Appraisals Teacher Retention
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Community

Campus Goal: Shadow Oaks will increase communication and partnership opportunities among the school, parents, and community.

Campus Objective: Increase the number of community partnerships and partnership activities.
Increase the number of parents participating in classroom and school events.
Increase the number of parents participating in classes offered on campus.

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>
<p>1</p> <p>Increase active involvement of parents, volunteers and community members: recruit and retain community members to volunteer; host parent involvement activities with flexible scheduling i.e. new parent meeting, administrator coffees, school-parent compact, staff development planning between parents and staff, etc.; establish parenting classes with flexible scheduling i.e., ESL nutrition, etc.; organize and maintain parent center; enhance mentoring and tutoring programs; support teachers in reaching the parents who did not attend the parent-teacher conference; participate in home visits; participate in community organizations i.e.; maintain parent bulletin boards, events and other activities; seek outside partnerships and funding sources.</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	Administrators, Counselor, Social Worker, Nurse, Campus Partnership Liaison, Campus Volunteer Liaison, CIT members, CIS, Parent/Community Involvement cadre	Faculty and Staff Title I = Parent Involvement - \$2000.00	Where applicable: *Sign- Ins, hours recorded per campus visit *Ongoing increase in # of Volunteer Registrations *Mentor & Tutor/Program success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per student served *Cadre Agendas/Minutes	·End-of year increase in # of volunteers/partnerships from '07-'08 ·End-of-year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs Teacher, Student & Family Surveys
<p>2</p> <p>Host informational meeting for parents in regards to the achievement of students: Meet the Teacher -8/22 New Parent Meeting 9/10 5th grade Science Parent Meeting 9/10 Open House - 9/25 Primary Curriculum Night/Parents Compact - 10/14 TAKS Night/Parent Compact - 11/11 5th Grd. Transition Night TBA Kinder Round-up - 5/12 Administrator Coffees per nine weeks; Report Card Conferences; Science/Technology Night</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	Administrators, LA , Math , Science & Primary SIS, CIT members, Counselor, Social Worker, CIS, Faculty and Staff, Team Leaders, Parent/Community Involvement Cadre	Faculty and Staff PTA	Where applicable: *Sign- Ins, hours recorded per campus visit *Ongoing increase in # of Volunteer Registrations per nine weeks Cadre Agendas/Minutes	·End-of year increase in # of volunteers/partnerships from '07-'08 ·End-of-year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs Teacher, Student & Family Surveys

3	Host social and appreciation events for families with PTA: International Potluck - TBA Fall Festival - 10/24 Spring Picnic - 5/122 Volunteer Breakfast - Spring Primary Field Day K - 2 - 4/17 Intermediate Field Day 3 - 5 - 5/8 Plant a Flower Date - 10/10 & 4/24 Grandparents Luncheon - 9/5	<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 checked="" type="checkbox"/> CSP	Administrators, Team Leaders, CIT members, Counselor, Social Worker, CIS Faculty and Staff, Specials Team, Parent/Community Involvement Cadre	Faculty and Staff PTA	Where applicable: *Sign- Ins, hours recorded per campus visit *Ongoing increase in # of Volunteer Registrations per nine weeks Cadre Agendas/Minutes	End of yr. increase in # of vols./partnerships from '07-'08 End of yr. increase in # of hrs. of volunteers Satisfaction survey of teachers and vol./partnership representatives and evaluation of vol./partnership programs Volunteer/Partnership Recognition Events Teacher, Student & Family Surveys
4	Maintain an updated website to communicate with parents & community.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Admin. & Web Master Parent/Community Involvement Cadre	Faculty & Staff	Updated website monthly Faculty, Student & Family Survey '07-'08, Cadre Agendas/Minutes	Family Survey Website "hits"
5	Plan and conduct an Exemplary walk into the homes in the Shadow Oaks community. Attend meetings and/or provide information to the homeowners association.	<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	Admin., CIT members, Counselor, Social Worker, CIS , Nurse, Parent/Community Involvement Cadre	Faculty & Staff	Master Calendar Agenda Cadre Agendas/Minutes	Log of Homes visited Faculty & Staff Debrief
6	Develop and implement plan to increase community partnerships.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators, Social Worker, CIS, Parent/Community Involvement Cadre	Faculty & Staff	List of '08-'09 Partnerships Cadre Agendas/Minutes	List of Partnerships Increased # of partners

7	Develop welcome packet for new families. Update brochure.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Admin, ADA & Social Worker, Parent/Community Involvement Cadre	Faculty & Staff	List of new families Cadre Agendas/Minutes	Family Survey
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8	Develop master calendar for classes provided to our parents. Enhance parent partnership providing flexible scheduling and providing a welcoming environment (such as, designated parent room, babysitting, luncheons and potlucks.)	<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	Social Worker, Administrators, CIS, Support Team, Parent/Community Involvement Cadre	Faculty & Staff	Sign-In Agendas Master Schedule Cadre Agendas/Minutes	Family Survey Attendance Logs
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People

Campus Goal: Shadow Oaks will develop a culture of collaborative spirit to increase the climate of the school.

Campus Objective: Improve the positive work culture with a focus on collaborative teamwork.
Expand leadership opportunities for faculty and staff.
Increase communication among all faculty and staff.

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 Collaboratively redefine campus standards of operating procedures "How We Do Business at Shadow Oaks"	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators., CIT SEL Committee Faculty & Staff Team Leader	Faculty & Staff Safe & Drug Free School Dept.	Climate Survey '07-'08	Faculty & Staff Survey
2 Review 2007-2008 Campus Survey and collaboratively develop a plan to exceed results. Access checkpoints of progress throughout the 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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrators., CIT SEL Committee Faculty & Staff Team Leader	Faculty & Staff Safe & Drug Free School Dept.	Climate Survey '07-'08	Faculty & Staff Survey

3	Celebrate the successful teaching and learning experiences, through faculty meetings, celebrations, honor roll and written communication.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Administrator, CIT SEL Team Leader Faculty & Staff	Faculty & Staff Safe & Drug Free School Dept.	Climate Survey '07-'08	Faculty & Staff Survey
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4	Support team leaders in building collaboration among each team. Provide staff development for team leaders.	<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	Administrators., CIT members	Guidance & Counseling Dept.	Climate Survey '07-'08	PDLC Faculty & Staff Survey
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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 Local	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal& Asst. Princ Instructional Leadership Team Technology Team	Instructional Tech. Dept. School Improvement Spec.	Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
2 Required Federal	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide morning television broadcasts	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	Title IV \$ 533.00 SDFSC Staff Reg.IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly -Lesson Plans Weekly	-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey

3 Required	(SPECIAL EDUCATION) · Monitor LRE ratio. · Develop campus capacity to support inclusive programming for students with disabilities. · Evaluate campus LRE ratio	<input type="checkbox"/> CNA	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
		<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				
Federal						

4 Required	· 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	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)
		<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				
Federal						

5 Required	· Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<input type="checkbox"/> CNA	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
		<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				
Federal						

6	Required	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations	<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
	Federal	*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.					

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

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

9	Required	State	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each walk through	G/T Professional Development Records for each employee Select from suggestions Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals/ Teacher walk through observations.
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10	Required	Local	Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment training/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Princ Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours per campus visit *Ongoing increase in # of Volunteers per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	End-of year increase in # of volunteers/partnerships from 05-'06 End-of-year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
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11	Required	Federal	(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 F all & 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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12	Required	Federal	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
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13 Required	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA	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
		<input type="checkbox"/> SRS				
Federal		<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				

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

15 Required	PK and K teachers develop transition strategies, and school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies.	<input type="checkbox"/> CNA	Principal & Asst. Princ.	PK School Director PK. and Kinder teachers	Identify K 07/08 students 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
		<input type="checkbox"/> SRS				
Federal		<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				

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

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

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

19 Required	(State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventional specialist	<input type="checkbox"/> CNA	Principals	<u>2</u> SCE FTE's	Obs. S., DRA/EDL,QRI-	fall & md yr	·End-of-Year Obs.S.,DRA/
		<input type="checkbox"/> SRS	School Improvement Specialists	Title III	Released TAKS	fall	EDL,QRI
State and Federal		<input checked="" type="checkbox"/> QS			Benchmarks	9 weeks	·RR/DLL Report
		<input type="checkbox"/> PD			Report Card	9 weeks	·Annual IPT
		<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	·TAKS
		<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	·RPTE
		<input type="checkbox"/> TDA					·End-of-year report cards
		<input checked="" type="checkbox"/> MTA					·Spring Benchmarks
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

20 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	SCE \$ <u>1,580</u>	Obs. S., DRA/EDL,QRI-	fall & md yr	·End-of-Year Obs.S.,DRA/
		<input type="checkbox"/> SRS	Team Leader	Title III	Released TAKS	fall	EDL,QRI
State and Federal		<input checked="" type="checkbox"/> QS	School Improvement Specialists		Benchmarks	9 weeks	·RR/DLL Report
		<input type="checkbox"/> PD	Intervention Specialists		Report Card	9 weeks	·Annual IPT
		<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	·TAKS
		<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	·RPTE
		<input type="checkbox"/> TDA			Identify At-Risk students	fall	·End-of-year report cards
		<input checked="" type="checkbox"/> MTA					·Spring Benchmarks
		<input type="checkbox"/> AQT					
		<input checked="" type="checkbox"/> CSP					

21 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)	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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22 Required	Joe, this one is from the 5-Year Plan for elementary only: 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
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23 Required	Joe, this activity is from the 5-Year Plan and will be for Title and non-Title elementaries. 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		accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
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24 Required Federal	Review and revisit both the Home/School Compact and Parental Involvement Policy -offer several opportunities for parent input -develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish -share compact with parents and document	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign- ins meeting per Minutes, Parent Comments per meeting Final revised Compact Fall Signed Compact Fall	-Final Revised Compact -Signed Compacts -Compact usage data
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25	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
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26	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	\$750.00 SCE FTE's (list staffing and funding) See Goal 5 - Safety	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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27	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
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28	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		accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
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