

Student Performance

Campus Goal: Terrace will become an Exemplary Campus through rigorous and relevant curriculum.

Campus Objective: 1) TAKS scores will be 90% or above. 2) All commended levels will improve. 3) TELPAS scores will show a year's growth for each student. 4) DRA scores will show improvement from beginning and end of year

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 All staff will participate in the Designing and Delivering Instruction District Initiative.	<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	DDI Cadre	District DDI staff	Lesson Plans- weekly Team Minutes- weekly	Lesson Plans-weekly Team Minutes-weekly Agenda Sign In Sheets
2 Continue to increase the classroom library collections and the Guided Reading Room Collection.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Team Leaders	Title I \$1000 Compensatory Educ. Funds	Team Minutes- weekly Number and type of books purchased	Evidence of Implementation-Check out system in Guided Reading Room

3	Provide a math intervention support tutor for at-risk students.	<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	Principal	Title I \$7000	Spring 08 TAKS results Benchmarks- 9 weeks Report Cards-9 weeks	Benchmarks - 9 weeks Report Cards -9 weeks TAKS- Spring '09
4	Provide a reading intervention tutor to assist with struggling readers.	<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	Principal	Title I - \$7000	Results of TAKS 2008 Benchmarks - nine weeks DRA	Benchmarks Report cards DRA
5	Monitor the implementation of strategies for using reading to teach writing.	<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	LA SIS Principal	Literacy Team Team Leaders	3rd grade writing benchmark results- end of year 2008 Calendar	Writing TAKS-2009 Writing benchmarks Sign-In Sheet
6	Provide a consultant to work with teachers on Active Literacy in the classroom.	<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	Title I- \$8,000	DRA Scores from End of Year 2008 Calendar Dates: Nov. 20, 2008, January 30, 2009	DRA Scores for End of Year 2009

7	Identify language of State Testing.	<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	ESOL consultant Teacher- Bilingual Principal Asst. Principal		IPT TELPAS DRA Benchmarks ARLA Summary	TAKS TELPAS IPT End of year DRA
8	Develop a grade level/subject Team Self Assessment.	<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	Instructional Leadership Team		Roadmaps Lesson Plans Team Agenda	Team Minutes Lesson Plans
9	Analyze performance of grade level cohorts.	<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	Instructional Leadership Team		TAKS Benchmarks DRA	TAKS End of year Assessments
10	Provide classroom magazines that support content areas.	<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	Title I \$3500	Benchmarks	TAKS

Student Performance

Campus Goal: We will focus students toward post-graduate success by meeting the diverse needs of our population.

Campus Objective: 100% of the classroom teachers will utilize small group differentiated instruction to meet the academic needs of their students.

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 Implement Interactive Science Journal writing in grades K-5.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Math/Science SIS Principal		Science TAKS - 2008	Agenda Sign-In Sheet Science Benchmarks-nine weeks Science TAKS- 2009
2 Maintain the strategies and questions that promote thinking.	<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	Math SIS Principal		TAKS 2008 Schedule of Faculty Meetings	Sign-In Sheets Agenda TAKS 2009 Benchmarks

Student Performance

Campus Goal: Terrace will ensure that all students have a strong foundation in ethics and character development.

Campus Objective: The staff at Terrace will promote healthy development through the implementation of Developmental Assets and a coordinated approach to child health.

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	Continue implementation of Tribes. *school wide *increase number of teachers trained	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal	District	lesson plans- weekly Training Dates: Oct. 9, 16, 18, 23, 30 Nov. 1, 6, 13	List of teachers trained-May End of Year Survey-student, staff, parent
2	Continue the CSHAC committee meetings. September, November, January, March, and May	<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	Michael Foster, Health Fitness	District HF Department	Calendar of meeting dates Roster of members	Minutes of meetings

3	Add "Catch" corner in the school newsletter, Terrace Wolfcall.	<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	Michael Foster, HF Karen Sanders, Principal		Wolfcall Publication Dates	Copies of Wolfcall
4	Continue with the implementation of the Developmental Assets.	<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	SBISD Guidance Department	Calendar; 8/20/2007 Roster of SEL Team	Agendas Minutes Sign in Sheets from presentations
5	Assess campus for developmentally appropriate social and emotional practices/procedures/programs. Follow with selection of developmentally-appropriate character education program.	<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	SEL ToolKit District SEL Team Title funds for Motivational Productions Assembly	School Health Index	Results of School Health Index
6	Add a Community In Schools (CIS) project manager.	<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	Guidance and Counseling		End of year Surveys TAKS results

Increase the number of volunteer mentors.

7

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

Principal
Counselor

District staff

Student surveys

end of year surveys
Feedback from staff

Student Performance

Campus Goal: Terrace will offer students opportunities outside the classroom.

Campus Objective: All students will participate in activities such as study trips to support and extend instruction.

5 Year Plan Goal SBISD will offer all students a wide range of school-sponsored activities outside the classroom.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Continue with the Terrace Student Service Group that focuses on community service.	<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	PTA	feedback from previous year student applications-Sept./Oct.	student feedback - May School calendar

Safety

Campus Goal: Terrace will promote a culture of safety and respect.

Campus Objective: 100% of the students will participate in counselor- and school-sponsored instruction and programs related to safety. 100% of the staff will be trained and participate in required EOP drills and procedures.

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 Continue integrating Bully Prevention strategies through guidance lessons.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor Asst. Principal		Discipline referrals from previous year-beginning of year	Current year discipline referrals-end of year
2 Provide staff development on "Taking Control of the Classroom" to address discipline concerns.	<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	Consultant, \$5000 Title I	Results from 2008 end-of-year survey	Evaluation feedback of session Results of End of Year Survey

3

Continue to promote activities that espouse a "No Place for Hate" climate.

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

4

Conduct a book study using *Teaching With Love and Logic*.

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

Operations

Campus Goal: Terrace resources will support District and Campus goals.

Campus Objective: All Terrace resources will be tied to the 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 Provide substitutes for teacher for team planning per nine week period.	<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 type="checkbox"/> CSP	Principal Asst. Principal Instructional Leadership Team	Title I \$6400 for substitutes	DRA/OS- initial and mid year Benchmarks- 9 weeks Teacher/sub schedule Team Minutes	DRA/DRA end of year TAKS Benchmarks-Spring
2 Provide substitutes for teacher for TAKS talks and assessment/goal planning with students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Teachers	Title I- \$5000	School Calendar Team Minutes - weekly Lesson Plans - weekly Benchmarks - 9 weeks	TAKS Benchmarks - 9 weeks

Community

Campus Goal: Terrace will continue the communication and collaboration of community, parents, staff, and students to establish and sustain a healthy school environment.

Campus Objective: All teachers will contact their classroom parents by the end of September.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Hold a Family Literacy Night that encourages student and parent activities that focus on literacy development.	<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	School Improvement Specialists Principal Asst. Principal Teachers	Title I \$300 for materials	Feedback for previous Literacy Night Team Minutes - Weekly	Sign In Sheets Team Minutes- Weekly School Calendar
2 Hold a Family Math Night that showcases activities that can be done at home between student/parent	<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	School Improvement Specialists Teachers	Title I \$300 for materials	Lesson Plans- weekly Team minutes-weekly School Calendar	TAKS Sign In Sheets

People

Campus Goal: Terrace will continue to improve organizational and individual capacity of staff so that we remain an employer of choice.

Campus Objective: 100% of the staff will complete the required staff development each year.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Continue with the implementation of Math Workshop in all classrooms. *Provide training for new staff	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Asst. Principal Math SIS	General Fund \$200	Teacher Appraisal Goals- Diagnostic Lesson Plans-weekly Team Minutes - weekly List of Trainings	Implementation Survey Teacher Appraisals TAKS Spring Benchmarks
2 Reorganize staff committees/teams to align with the CIP	<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	Principal SIS	District Support Team Specialists	Minutes from meetings Sign in Sheets	TAKS Teacher Survey Agendas

Campus Goal: We will adhere to all Federal and State requirements, mandates, and laws.

Campus Objective: To remain in compliance with Federal and State Law

5 Year Plan Goal SBISD will meet all Federal and State Requirements

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Required	Conduct annual program evaluation (CATE, state comp-ed, G/T, LEP, Safe & Drug-Free schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	C & I Division Content/Program Directors Campus Principal	____ SCE FTE's (list staffing and funding)	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
2 Required	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C & I Portal	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records

3 Required	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus principal Campus school improvement specialists Campus intervention support staff		accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
4 Required Local	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal& Asst. Prin. Instructional Leadership Team Technology Team	Instructional Tech. Dept. School Improvement Spec.	Evaluate the level of technology integration per semester lesson plans - per semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
5 Required Federal	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide morning television broadcasts	<input 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
6 Required Federal	(SPECIAL EDUCATION) Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report

7	Required	<p>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)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Campus Administration Diagnostician Spec. Ed. Campus Support Staff</p>	<p>ARD process Spec. Ed. Admin. Team Account./Research Dept.</p>	<p>Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting</p>	<p>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)</p>
8	Required	<p>Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.</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>Speech Path., Diag., Diag. Teacher, Counselors Campus Administration</p>	<p>STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team</p>	<p>Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly</p>	<p>Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes</p>
9	Required	<p>(Title II,A&D) Provide professional development that increases knowledge and skills related to</p> <ul style="list-style-type: none"> * 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	<p>Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists</p>	<p>Title II A Title II D Content Area Directors</p>	<p>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</p>	<p>Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS,DRA/EDL, /QRI,Report card TAKS</p>

10 Required	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Prof. dev. documentation - per training Campus surveys- Spring District surveys - Spring	Summative appraisals Results of surveys Staff Survey
Federal						
11 Required	The CIT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team	Ext. Funding/Compl.Dept.	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey
Federal						
12 Required	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each walk through	G/T Professional Development Records for each employee Select from suggestions Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals/ Teacher walk through observations.
State						
13 Required	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)
Local						

14	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates 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
		Required	Federal			

15	Review and revisit both the Home/School Compact and Parental Involvement Policy offer several opportunities for parent input develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish share compact with parents and document	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign- ins Minutes, Parent Comments Final revised Compact Signed Compact	per meeting per meeting Fall Fall	Final Revised Compact Signed Compacts Compact usage data
		Required	Federal				

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

18	Required	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title II A Mentoring-HR Dept. No Child Left Behind	Team Meeting Minutes per meeting Campus Mentor's Log weekly Campus meetings minutes- monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
19	Required	Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	School Improvement Spec. Human Resources No Child Left Behind	Job Fairs- Update Website- Spring Fall/Spring	Applications submitted Personnel Roster
20	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 <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
21	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 <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 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

22	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					
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					

23	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-	per district GT calendar	Student nominations per district GT calendar
			<input type="checkbox"/> SRS					
State			<input type="checkbox"/> QS	Counselor	Dir. Adv.Acad.Studies	Ethnicity reports-	per semester	Ethnicity reports per semester
			<input type="checkbox"/> PD		District Personnel	Screening results per	Dist. calendar	Screening results per district calendar
			<input type="checkbox"/> PI		Parents/Teachers/Staff			
			<input type="checkbox"/> T					
			<input checked="" type="checkbox"/> TDA					
			<input type="checkbox"/> MTA					
			<input type="checkbox"/> AQT					
			<input type="checkbox"/> CSP					

24	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	_____2_____ SCE FTE's	Obs. S., DRA/EDL,QRI-	fall & md yr.	End-of-Year Obs.S.,DRA/EDL,QRI
			<input type="checkbox"/> SRS					
State and Federal			<input checked="" type="checkbox"/> QS			Benchmarks	9 weeks	Annual IPT
			<input type="checkbox"/> PD			Report Card	9 weeks	TAKS
			<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	RPTE
			<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	End-of-year report cards
			<input type="checkbox"/> TDA					Spring Benchmarks
			<input checked="" type="checkbox"/> MTA					
			<input type="checkbox"/> AQT					
			<input type="checkbox"/> CSP					

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	SCE \$ _____1,580_____	Obs. S., DRA/EDL,QRI-	fall & md yr.	End-of-Year Obs.S.,DRA/EDL,QRI
			<input type="checkbox"/> SRS					
State and Federal			<input checked="" type="checkbox"/> QS	School Improvement Specialists		Benchmarks	9 weeks	Annual IPT
			<input type="checkbox"/> PD	Intervention Specialists		Report Card	9 weeks	TAKS
			<input type="checkbox"/> PI			Progress Reports	3 wks before each report card	RPTE
			<input type="checkbox"/> T			Eng. Acquisition Measure	periodic	End-of-year report cards
			<input type="checkbox"/> TDA			Identify At-Risk students	fall	Spring Benchmarks
			<input checked="" type="checkbox"/> MTA					
			<input type="checkbox"/> AQT					
			<input checked="" type="checkbox"/> CSP					