

Student Performance

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

Campus Objective: 1) All tested grade level averages will remain at 90% or above. 2) All commended performance levels will be at 50% or above. 3) All student reading levels will be on or above recommended district reading levels.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Our staff will implement the CATCH program for wellness for our students	<input checked="" 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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	CATCH chairperson CATCH committee Staff	General budget	Pretests for knowledge and understanding. Semester checksheet for meetings and activities	End of the year assessments
2 social studies - incorporate the use of History Alive in Grade 5 and improve integration of social studies / LA throughout grade levels	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SIS Principal Teachers	History Alive PTA funding LA / SS Cadre Teachers	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards

3	math - Improve student use of the SBISD Problem Solving Model and problem solving strategies to enable all students to be successful on application level problems in real life situations, benchmark assessments and 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Teachers	Math Cadre Teachers Principal	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
4	math - Improve student achievement through the effective implementation of differentiated instruction in the math 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Teachers SIS	Math Cadre Teachers Principal	Teacher Appraisal Goals Lesson Plans Team meeting minutes walkthroughs Benchmarks Report Cards	Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals Student Survey TAKS Other program
5	math - Strengthen algebraic reasoning K-5 to increase student achievement on TAKS objective.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Teachers SIS	Math Cadre Teachers Principal	Teacher Appraisal Goals Lesson Plans Team meeting minutes walkthroughs Benchmarks Report Cards	Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals Student Survey TAKS Other program
6	science - to encourage higher level questioning strategies implementing hand-on-science activities and challenging projects.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Classroom Teachers Parent Volunteers PTA Science Fair Chairman	Blooms Taxonomy Media Center Internet	Teacher Appraisal Goals Lesson Plans Team meeting minutes walkthroughs Benchmarks Report Cards	Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals Student Survey TAKS Science Fair roster

7	science - pursue after school science tuition based program to support TAKS.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Science Cadre Members	Mad Chad PTA Funding	Teacher Appraisal Goals Lesson Plans Team meeting minutes walkthroughs Benchmarks Report Cards	Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals Student Survey TAKS Science Fair roster
8	To encourage higher level thinking among all students (specifically for the identified GT student), teachers will continue to differentiate the curriculum by using higher level questioning strategies, implementing technology, hands on science activities and challenging projects throughout the subject areas.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Faculty GT Communication Rep. Counselor	Blooms Taxonomy District GT Coordinator CML Activity Books Bertie Kingore Coaches	Continental Math League results Weekly lesson plans	Student products
9	Math - The Math Cadre will continue to modify and adjust a database of appropriate manipulative that are necessary to support the TEKS at each grade level.	<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/Dept. Chairs / Team leaders for Soc. Studies School Improvement Specialists, where applicable	PTA substitute services	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Surveys Teacher Appraisals Assessment data TAKS Assessment data Staff Development request form - all
10	math - Improve student achievement through the effective implementation of differentiated instruction in the math 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Teachers	Math Cadre Teachers Principal	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards

11	math - Strengthen algebraic reasoning K-5 by implementing fact recall strategies and using consistent math vocabulary to increase student achievement on TAKS objective.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Teachers	Math Cadre Teachers Principal	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
12	science - To encourage higher level questioning strategies implementing hands-on science activities and challenging projects.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS Teachers	Blooms Taxonomy Media Center Internet Classroom Teachers Parent Volunteers PTA Science Fair Chairman	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards Science Fair Roster
13	Grade level language arts schedules will provide daily opportunities for students to engage in authentic reading and writing for extended periods of time. During both reading and writing workshop, teachers will utilize mini lessons, small group instruction, and individual conferences to differentiate and support student growth as self-determining readers and writers.	<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	Principal SIS Teachers	Principal Assistant Principal Instructional Leadership Team Team Leaders	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
14	The Math/Science Improvement Specialist will support teacher instruction by helping teachers to analyze data, understand the progression of math TEKS as it relates to grade level TEKS, use available resources, and plan lessons thoughtfully to focus and deliver instruction effectively.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Technology Support Data Analysis Software and Curriculum Management Software Math SIS/Cadre	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards

15	Science teachers will use FOSS Science Kits and continue hands-on approach in teaching science. They will use either inquiry projects or workstations to address grade level TEKS that are not covered by FOSS.	<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	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Science Cadre Teachers Principal PTA	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
----	---	---	--	---	---	---

16	Resource Media Director will select and purchase library materials which support grade level TEKS and studies and will maintain these materials.	<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	Librarian Principal Leadership Team Team Leaders SIS	Catalogs PTA Funding	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
----	--	--	--	-------------------------	---	---

17	Resource Media Director will work with teachers and School Instructional Specialists when purchasing materials for the library.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Librarian Principal Leadership Team Team Leaders SIS	SIS Catalogs PTA Funding	Team meeting minutes Leadership meetings Purchase Orders	Purchase Orders
----	---	--	--	--------------------------------	--	-----------------

18	Resource Media Director will work with teachers in the creation and implementation of lesson plans which incorporate grade level TEKS and use library facilities and resources.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Librarian Principal Leadership Team Team Leaders SIS	Library Media Materials	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
----	---	--	--	-------------------------	---	---

19	Resource Media Director will integrate grade level TEKS in library lessons.	<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	Librarian Principal Leadership Team Team Leaders SIS	Library Media Materials	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
----	---	---	--	-------------------------	---	---

20	The School Improvement Specialists will meet regularly with grade level teachers to analyze current data, plan instructional units of study, reflect upon student performance, and provide staff development to support areas of need.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Leadership Team Team Leaders SIS	Technology Support Data Analysis Software and Curriculum Management Software Curriculum Guides	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals TAKS Benchmarks End of year Report Cards
----	--	--	--	---	---	---

21	The campus STAT team (Campus Administrator, School Improvement Specialists, and classroom teachers) will meet regularly to monitor and support the progress of students who are performing below grade level expectations. The STAT team will consider individual student needs and develop a plan to offer instructional support, gather additional information, and analyze student performance over an extended period of time.	<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	Principal Leadership Team Teacher SIS Counselor	Progress Reports Teacher Observations Student work samples Report Cards	Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Pre STAT meeting
----	--	--	---	--	--	------------------

22 Required Local	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
-------------------------	--	--	---	---------------------------------------	---	--

23	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	None	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
			State				

24	Required	(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
			Local				

25	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 <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
			Federal				

26	Required	Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly	Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare former years data
			Federal				

27	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 *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	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists Teachers	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	
			<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS
	Federal							

28	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	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	
			<input type="checkbox"/> SRS					<input checked="" type="checkbox"/> QS
	Federal							

29	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	Principal Assistant Principal Parent Involvement Comm. CIT Instructional Leadership Team Teachers	Ext. Funding/Compl. Dept.	Agendas, Sign-Ins, Minutes per planning meeting Calendar, Agenda, Sign- Ins per training session	Training evaluation Parent evaluation or survey	
			<input type="checkbox"/> SRS					<input type="checkbox"/> QS
	Federal							

30 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	Principal Assistant Principal G/T Administrator School Improvement Specialists	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.
		<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				

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

32 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 Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
		<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				

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

34	(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 <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	Principals School Improvement Specialists	SCE FTE's Title III	Obs. S., DRA/EDL,QRI- Released TAKS Benchmarks Report Card Progress Reports 3 wks before each report card Eng. Acquisition Measure	Fall & md yr. Fall 9 weeks 9 weeks periodic	·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks
		Required	State and Federal				

35	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: Odyssey and Larsens	<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 checked="" type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$300.00 Title III	Obs. S., DRA/EDL,QRI- Released TAKS Benchmarks Report Card Progress Reports 3 wks before each report card Eng. Acquisition Measure Identify At-Risk students	Fall & md yr. Fall 9 weeks 9 weeks periodic Fall	·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks
		Required	State and Federal				

Student Performance

Campus Goal: We will focus students towards a college education by meeting the diverse needs of our population.

Campus Objective: 1) 100% of classroom teachers will utilize small group differentiated instruction to meet student needs. 2) 100% of sub-populations will score at 90% or above.

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 We will host a 'college' week which will consist of students wearing their favorite college shirt to class. During the morning announcements we will discuss where staff went to college. Banners from as many different colleges as possible will be hung in the building (we will be asking our community to help with this).	<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	CIT members Principal Staff	External funds	Produce data from students in regards to their focus on college during the year	End of the year student survey
2 The campus Literacy Team will meet regularly to discuss relevant literacy topics, plan upcoming staff development, monitor implementation of campus initiatives, and provide grade level input towards campus-wide issues	<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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Instructional Leadership Team Team Leaders	Literacy Support Specialists Teachers Principal Assistant Principal PTA Funding	Campus Agenda Leadership Team Meetings Data Analysis	Attendance at Staff Development 9-week roadmaps Lesson Plans

3	Language arts teachers will attend a variety of district staff development opportunities to support and deepen their understanding of research-based practices in the areas of reading, writing, and word study.	<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 Team Leaders	PTA Funding	Principal's Weekly Agenda Lesson Plans Attendance at Staff Development	Attendance at Staff Development
4	The Literacy Team will attend the district Literacy Summits to extend our knowledge of district initiatives and develop goals for future campus initiatives.	<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	Campus Instructional Specialist Literacy Team Teachers Principal Assistant Principal	Consultants Specialist Intervention Specialist District	Principal's weekly agenda Attendance at Summits	Attendance at Summit
5	All campus language arts teachers will continue to participate in the four day Writing Residency with Dr. John O'Flahavan. This residency will continue to provide opportunities for teachers to deepen their understanding of the Consume/Critique/Produce approach as well as how to support students within a writing workshop.	<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	Instructional Support Specialists Teachers Principal Assistant Principal	John O'Flahavan Literacy Team Language Arts Instructional Specialist Principal Assistant Principal PTA Funding	Principal's weekly agenda 9-week roadmaps Lesson Plans Rotation Meetings Team Meetings	Teacher Feedback Student Products
6	All campus LA teachers and leadership team will participate in a reading residency. The residency will focus and reinforce the understanding and implementation of a balanced literacy reading program.	<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 Consultant Language Arts Instructional Specialist Team Leaders Instructional Leadership Team	PTA funds General campus budget	Staff survey for quality assurance Reading data	DRA reading level data TAKS reading data

7	The Language Arts School Improvement Specialist will meet regularly with grade level language arts teachers to analyze current data, plan instructional units of study, reflect upon student performance, and provide staff development to support areas of need.	<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	Principal Assistant Principal Team Leaders Instructional Leadership Team	Technology Support Data Analysis Software and Curriculum Management Software	Evaluation According to Benchmark Calendar Weekly Curriculum Meetings Team Meetings Rotation Road mapping	Evaluation Following Benchmark Calendar End of the Year Student Assessment Analysis End of the Year Report Cards
8	The Language Arts/Social Studies School Improvement Specialist role will continue to be focused on supporting classroom teachers as they analyze data, gather resources, plan meaningful and thoughtful instruction, and implement district and campus initiatives.	<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	Principal Assistant Principal Instructional Leadership Team Team Leaders Teachers	Technology Support Data Analysis Software Curriculum Management Software	Weekly Lesson Plans Team Meetings Data Analysis 9-week Road mapping Rotation Meetings Weekly Instructional Leadership Meetings Evaluation of Benchmark Tests	Evaluation of Benchmark Tests TAKS End of the Year Report Cards End of the Year Student Assessment Analysis
9	Social Studies - District opportunities for staff development will be forwarded to staff members from the campus social studies liaison. Each classroom will have updated maps, charts, etc. to teach social studies.	<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 Dept. Chairs / Team leaders for Soc. Studies School Improvement Specialists, where applicable Librarian, where applicable	PTA substitute services	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Training documentation	Implementation Survey Teacher Surveys Teacher Appraisals Assessment data Social Studies Cadre will review campus needs
10	Math - Math Coach (specialists) will work with each grade level teacher to set up appropriate use of math manipulative work stations We will also host a Math Specialist four times a year to increase our understanding of how to encourage higher level thinking in math.	<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 Dept. Chairs / Team leaders for Soc. Studies School Improvement Specialists, where applicable Staff	PTA substitute services External funds from PTA	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Coach's log	Implementation Survey Teacher Surveys Teacher Appraisals Assessment data TAKS Assessment data Staff Development request form - all

11	<p>math</p> <p>Family Math Night</p> <p>Parent training materials TAKS, TEKS: information, activities, suggestions, etc.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal</p> <p>Dept. Chairs / Team leaders for social studies</p> <p>School Improvement Specialists, where applicable</p> <p>Staff</p>	<p>supplies</p> <p>PTA / district</p>	<p>Agendas, Sign-Ins</p> <p>Training Evaluations</p> <p>Training materials</p>	<p>per training</p> <p>per training</p> <p>per training</p>	<p>Parent Survey</p> <p>TAKS</p>
12	<p>science -Increase student achievement in earth science by continuing a recycling program to help students better understand the importance of conservation and recycling.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal</p> <p>SIS</p> <p>Club sponsor</p>	<p>Parent Volunteer</p> <p>Club Sponsor</p> <p>Students</p>	<p>Teacher Appraisal Goals</p> <p>Lesson Plans</p> <p>Team meeting minutes</p> <p>Walkthroughs</p> <p>Club Rosters</p>		<p>Implementation Survey</p> <p>Teacher Survey</p> <p>Teacher Appraisals</p> <p>TAKS</p> <p>Science Fair Roster</p>
13	<p>Increase the amount of reading materials within each classroom to provide opportunities for each child to read on his/her independent level.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>SIS</p>	<p>PTA funds</p> <p>Coaches</p> <p>Classroom Teachers</p>	<p>-Purchase orders</p> <p>-Classroom libraries Inventory</p>		<p>End of year Classroom</p> <p>Library Inventories</p>
14	<p>Math - Principal and School Improvement Specialists will meet with grade level teams to analyze data to determine systemic curricular needs and implement plan to vertically address areas of concern.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal Dept. Chairs / Team leaders for Soc. Studies School Improvement Specialists, where applicable</p>	<p>PTA substitute services</p>	<p>Teacher Appraisal Goals</p> <p>Lesson Plans</p> <p>Team meeting minutes</p> <p>Walkthroughs</p> <p>Coach's log</p>		<p>Implementation Survey</p> <p>Teacher Surveys</p> <p>Teacher Appraisals</p> <p>Assessment data</p> <p>TAKS</p> <p>Assessment data</p> <p>Staff Development request form - all</p>

15	science - pursue after school science tuition based program to support TAKS.	<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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Science Cadre Members	Mad Chad PTA Funding	Program Roster Benchmarks	TAKS Spring Benchmarks
16	Continue the use of authentic reading and writing instruction in addition to deepening student understanding of "Question Answer Relationships" to prepare students for district and state assessments.	<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	Principal Assistant Principal SIS Team Leaders Teachers	QRA Classroom Libraries Library PTA Funding	Evaluation of Benchmark Tests Weekly Lesson Plans Weekly Team Meetings Rotation Meetings Instructional Leadership Team Meetings	TAKS End of the Year Student Assessment Analysis End of the Year Report Cards Progress Reports
17	Language arts teachers will utilize a variety of resources (Literacy Library, classroom magazine subscriptions, Time for Kids kits, The Comprehension Toolkit, and Orbit Shared Reading posters) to demonstrate and practice comprehension strategies in content area literature.	<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	Principal Assistant Principal SIS Team Leaders Teachers	PTA Funding Library	Weekly Lesson Plans 9-Week Road mapping Team Meetings Rotation Meetings	Student Achievement TAKS/SDAA Benchmark Test Evaluation Team Meetings
18	Continue to add materials to the Literacy Library and individual classroom libraries to increase diversity in the readability, genres, and topics available to support small group and independent reading in each language arts classroom.	<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	Principal SIS Teachers Librarian Team Leaders	PTA Funding	Material Ordered	Orders Arrive Placed In Classrooms Student Achievement TAKS/SDAA

19	Social studies teachers will support and deepen student understanding of the major strands through the use of authentic materials and activities including: inquiry, History Alive, grade level magazine subscriptions, and civic projects.	<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	Principal Assistant Principal SIS Team Leaders Teachers	History Alive Magazines SIS LA/SS Cadre PTA Funding	Weekly Lesson Plans 9-Week Road mapping Team Meetings Rotation Meeting	Implementation Survey Teacher Survey Teacher Appraisals Benchmarks End of the Year Report Cards
----	---	--	---	---	---	---

20	Provide opportunities for social studies teachers to attend district staff development to support understanding of grade level curriculum, the utilization of available resources, and facilitate communication with teachers from other campuses	<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 Team Leaders Social Studies SIS Librarian	Substitutes when needed PTA Funding	Teacher Appraisal Goals Lesson Plans Meeting Minutes Walkthroughs Training Documentation	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data Social Studies Cadre will review campus needs
----	---	--	---	--	--	---

21	Integrate science measurement into math workstations where appropriate to improve student achievement in measurement	<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	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Math SIS/Cadre Teachers	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data Science Cadre will review campus needs
----	--	--	--	----------------------------	---	--

22	Science teachers and cadre members will vertically align science vocabulary to scaffold students' exposure and learning of science terms.	<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	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Vocabulary Teachers	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data Science Cadre will review campus needs
----	---	---	--	------------------------	---	--

23	Invite Mad Science to present 6 or more in-school lessons (concepts taught will be based on data collected from benchmarks and released tests) to improve student achievement.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Mad Science Teachers PTA Funding	At time of presentation of in-school lessons	End of lessons
24	Increase the number of home readers to help learners build understanding of science concepts.	<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	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Home Readers Teachers SIS	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data
25	Model think-alouds using Measure Up resource books to help students use strategies in solving science problems to increase student success on TAKS	<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	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Math SIS/Cadre Teachers	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data Math Cadre will review campus needs
26	Integrate math measurement concepts into science lessons where appropriate to improve student achievement in measurement.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Team Leaders Instructional Leadership Team Teacher	Math SIS/Cadre Principal Teachers	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data Science Cadre will review campus needs

27	Resource Media Director will work with teachers in the selection of authors for author studies and in the purchase of necessary materials to implement author studies.	<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	Librarian Principal Leadership Team Team Leaders SIS Teachers	Authors PTA Funding	Principals agenda Lesson Plans 9-week roadmaps	End of Author visit
----	--	--	--	------------------------	--	---------------------

28	Resource Media Director will oversee a program in which student authored book reviews will be displayed in labeled library books selected by the students. The ultimate goal of this program is to also make student authored book reviews available to students electronically through the Wilchester web site	<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	Librarian Principal Teachers Students	books	Classroom visits to the Library After reading books	Completion of book review
----	--	--	--	-------	--	---------------------------

29	Grade Level Teams will meet several times throughout the year with the School Improvement Specialists, Librarian, and resource teachers to roadmap units of study across each of the content areas. Units of study will reflect grade level TEKS, analysis of current data, and best practices. Within these units of study, the roadmap will include opportunities for differentiated instruction, integration of content areas, and authentic utilization of technology and other media resources.	<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	Librarian Principal Leadership Team Team Leaders SIS	Roadmaps Units of Study Technology Support Data Analysis Software and Curriculum Management Software	Teacher Appraisal Goals Lesson Plans Team meeting minutes Walkthroughs Benchmarks Report Cards	Implementation Survey Teacher Survey Teacher Appraisals Assessment Data
----	--	--	--	--	---	--

Student Performance

Campus Goal: We will promote the development of strong ethical standards.

Campus Objective: 100% of students will participate in character development instruction.

5 Year Plan Goal SBISD will ensure that all students have a strong foundation in ethics and character development.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Provide opportunities for parents to attend training about Internet safety and on-line responsibility for children	<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 Assist. Principal Counselor	SDFSC office SDFSC consultants, i-SAFE/i-EDUCATOR	Parents Requests Agendas, Flyers Sign-ins Training Evaluation	# of parents attending Parent evaluation or survey
2 Through the use of the Raptor Identification System campus visitors will be identified and tracked.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Office staff Teacher Parent Volunteers	Raptor System	Daily	Observation Tracking Reports

3	Continue TRIBES development and provide training for staff. Giving teachers the opportunity to share successful activities in Team meeting.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Counselor	TRIBES Book	lesson plans Team meetings	End of the year discipline referrals Parent surveys
---	---	---	------------------------	-------------	-------------------------------	--

4	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates Fall & Spr Agendas, Sign-Ins per training Training Evaluations per training Lesson Plans weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
---	---	--	--	--	---	---

5	Promote parent and community involvement in 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
---	--	--	---------------------------------------	--	---	--

Student Performance

Campus Goal: We will encourage activities outside the classroom.

Campus Objective: 1) Continue out of school programs. 2) Continue out of school curriculum opportunities.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Wilchester students will have opportunities to be involved in many after school activities: *Art after school *Mad Science *Boy Scouts *Girls Scouts *Math Club *Health Fitness Walk for Life	<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 Assistant Principal Staff	Student activity funds	Informal survey for students Formal survey for parents	Formal campus survey for students Formal, campus long-range planning survey for parents and staff

Safety

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

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

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1	Our campus will implement the SEL plans and strategies as outlined in district guidelines.	<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	SEL Committee All staff	General budget	Student survey from previous year will be used	End of the year survey to students will be used to determine effectiveness.
2 Required State	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	None	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data

3 Required	(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	SDFSC Campus Facilitator Principal Counselor	Title IV \$533.00 SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals -Lesson Plans Monthly Weekly	-PEIMS 425 Incident Report ·Yearly analysis of · Prof. Dev. Evaluations ·Yearly analysis of Staff Survey
Federal		<input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP				

Operations

Campus Goal: We will tie all resources to the CIP and student achievement.

Campus Objective: 100% of finances will support campus and district goals and student achievement.

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 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 Teachers	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walkthrough documentation per semester	End of Year EDMIN Reports Summative Evaluations
Local						

Community

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

Campus Objective: By the end of October, teachers will have met with 100% of classroom parents.

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 We will begin to use student planners in grades two through five in an effort to help our students build organizational skills. These agendas will also be used to communicate with parents on a daily basis.	<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 All staff	Campus funds	Pretest given to students before attending the evening.	Posttest from the activity to determine learning levels.
2 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. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists Teachers	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 '07 -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)

People

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

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

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 In order to retain the best people, we will continue these activities: PTA provided lunches for the teachers Flowers are brought to teachers on their birthdays PTA will sponsor teacher awards	<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		Staff interviews will be given to determine effectiveness of these activities	Formal surveys will be used to determine effectiveness at the end of the school year
2 According to staff, the following practices will be continued which encourage staff to continue working at Wilchester: Non-threatening environment Supportive PTA Professional respect between administration and staff Opportunities for specialized staff development Flexibility of administration Teacher input valued in all areas.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal SIS's	Administrator time	Informal survey given at semester	Formal survey given to staff at the end of the year

3 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.	Title II A	Team Meeting Minutes per meeting	End-of-Year Mentor/Mentee Survey and/or Reflections
		<input type="checkbox"/> SRS	School Improvement Spec.	Mentoring-HR Dept.	Campus Mentor's Log weekly	
Federal		<input checked="" type="checkbox"/> QS	Intervention Specialists	No Child Left Behind	Campus meetings minutes- monthly	
		<input type="checkbox"/> PD	Mentors		Dist. Mentor/Mentee Calendar	
		<input type="checkbox"/> PI	Team Leaders		Fall/Spring	
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

4 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	School Improvement Spec.	Job Fairs- Spring	Applications submitted
		<input type="checkbox"/> SRS	Assist. Prin.	Human Resources	Update Website- Fall/Spring	
Federal		<input checked="" type="checkbox"/> QS	Instructional Leadership Team	No Child Left Behind		
		<input type="checkbox"/> PD	Team Leaders			
		<input type="checkbox"/> PI	Technology Team			
		<input type="checkbox"/> T	Classroom Teachers			
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input checked="" type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				