

**Student Performance**

Woodview Elementary  
School

**SBISD**  
2008 - 2009

Neda Scanlan  
Principal

**Title I Campus**  
● Yes ○ No

**Campus Goal:** Woodview will become an exemplary campus.

**Campus Objective:** To raise the level of student academic performance and decrease the gap for each student sub-population as disaggregated by all accountability groups, 100% of classroom teachers will utilize small group instruction and incorporate differentiated task opportunities.

**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 Full implementation of "Every Day Counts" and other campus wide math routines (Number of the Day and Problem Solving Model) in PK-5 classrooms providing support as needed.	<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	Team Leaders, Math SIS	EDC campus inventory and math resource center	Administrator walkthroughs at least once per semester, monthly team leader status reports, weekly team mtg. minutes and math checkpoint tests at campus designated intervals between benchmarks	Benchmark scores each 9 weeks, Spring 2009 TAKS scores
2 Incorporate effective strategies related to DDI modules and questioning strategies to deepen students' understanding of all content areas. Include Level II and III questions in weekly team lesson plans.	<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	DDI campus cadre, Team Leaders, Math SIS and LA SIS	DDI modules training <u>Questioning Strategies</u> Data conferences Lesson Plans	Administrator walkthroughs at least once per semester, teacher feedback in staff development and bi-weekly focus groups, Data Conferences during the first semester Benchmark scores each 9 weeks	2009 TAKS End of year team lesson plans

3	Increase students' real life schema with integrated use of science/social studies nonfiction text in English and Spanish by purchasing nonfiction books and subscribing to Time for Kids.	<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	PLC content alignment Teams, Math & LA SIS Librarian	LA SIS, school library, math SIS, Title I 6329 \$4,775.	Library check out records Lesson Plans Benchmark scores each 9 weeks	Spring 2009 TAKS scores, Spring 2008 TAKS-Acc scores
4	Establish independent reading programs in every PK-5 classroom by purchasing books for classroom libraries based on classroom inventory needs.	<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 LA SIS Literacy Support Team Teachers	Title I funds 6329 \$2,000	Weekly Lesson Plans documenting Independent Reading Routines, student reading records, Team meeting notes as to genre study, Benchmarks	Growth in DRA scores TAKS results
5	Provide technology integration for all classrooms by adding to COWS inventory and software for student use.	<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	Campus Tech Instructional Leadership Team	Title I 6398 \$16,657 Technology equipment 6397 \$3875 for new laptop software A-Z Reading Software Brain Pop Software	Check out record for COWS Lesson Plans	Student performance data Staff Title I survey
6	Continue collaborative instructional planning to include among other aspects: *Team meetings for data analysis *Focus group dialogue *Teacher in-class intervention plans *Individual student data analysis used for student conferences, and parent conferences	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders Instructional Leadership Team Teachers	ADM data Excel Software Ruby Payne Resources Tier III support Team	Benchmark Data Analysis Team meeting minutes Lesson plan checks Parent conference agendas	End of year student assessment School report card Tier III data Conferences

7	Provide hands on experiences by developing classroom centers and work stations for math and science.	<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 SIS's Team Leaders	Title 6391 \$3018	Workstation and center integration in weekly lesson plans, student center/ station records	End of year District Benchmarks and TAKS results
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8	Provide teacher training to foster implementation of Cognitive Strategies.	<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 LA SIS District LA Director	Title I \$4,225 for Steph Harvey consultation	Teacher Staff Development Evaluations	End of Year DRAS
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**Student Performance**

**Woodview Elementary School**

**SBISD  
2008 - 2009**

**Neda Scanlan  
Principal**

**Title I Campus**  
 Yes  No

**Campus Goal:** Woodview will focus on academic success for all students by meeting the needs of its diverse population and will provide its students with a post-high school career focus throughout the school year.

**Campus Objective:** To support a college-focused culture among our students, career connections will be integrated into lesson plans and nine week roadmapping.

**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	Vertically align instructional practice so that English language acquisition occurs through the implementation of the Dual Language Program expanding to second grade.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal ESL Coordinating Teacher PLC Special Populations Team	Grade level instructional roadmaps, BIL/ESL dept., data analysis software, GLAD, Avenues, Invitations to Literacy, literacy library, LA SIS ADM data	Meeting minutes from at least one PLC vertical planning mtg. each semester, review of instructional roadmaps during monthly Focus groups	2008-2009 TELPAS data, trend analysis of status reports
2	Teachers will be the first line of intervention by differentiating instruction and providing students with small group, flexible grouping, and one to one instruction.	<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	WVE Administration SIS's Intervention Specialist BISI liaison	District . Comprehension Toolkit STAT/PST committee BISI Trainings	Weekly Lesson plans Data talks about students Kids to Watch STAT/PST Meeting Log GPC meeting records	TAKS end of year data DRA end of year STAT outcome summary GPC year-end summary record

3	Create proactive Intervention Protocols monitoring Response to Intervention.	<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	Assistant Principal Intervention Specialist WVE Support Team Literacy Support Team BISI liaison	STAT/PST process RTI resources Title I Funds for \$10,000 tutoring Title I 6494 \$2,500, buses Teaching and Learning staff and resources Dyslexia Support RR and DLL trngs.	Benchmark, Running records, Data collection sheets for tracking progress, Progress report tracking process	End of year assessment data
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4	Develop plans for a school wide Career Days and secure speakers to present to students.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor Principal Staff	Daniel business partners Junior Achievement SBEP SBISD speakers Parents Mentors from St. Cecilia's and Second Baptist	Student responses in journals completed after each activity during Career Days	Year-end analysis of student, staff and parent surveys
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5	Develop grade level plans and school wide plans for "Education Go Get It" week for students and parents.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor Team leaders WVE Administration	Guidance and counseling department Local Colleges and Universities	Student journals Parent evaluations Team meeting notes Lesson plans	End of year analysis of district student and parent surveys
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**Title I Campus**  
 Yes  No

**Campus Goal:** Woodview will create a climate that is conducive to learning and free of intimidation.

**Campus Objective:** To develop a campus-wide discipline management and bullying prevention plan that promotes self discipline, responsibility, and acceptance of diversity, we will promote campus-wide character development and social emotional learning activities.

**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 WVE will systematically establish a campus wide Discipline Plan involving teams, team leaders meetings, and PLC Meetings during the fall semester. *Completion of plan October * Full Implementation November and December *Monitor and Adjust spring semester *Evaluation in May	<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	WVE Administration PLC Discipline Committee Team Leaders	CHAMPS Materials Bullying Prevention Awareness materials	Meeting notes Plan Summary Discipline Referrals	Staff Implementation Survey 08-09 Annual Discipline Report
2 Teachers will incorporate Bullying Prevention Activities in their Community Circles and Character Building Journal responses.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Teachers Counselor Intervention Specialist	Bullying Prevention Materials Tribes Materials Staff development Counselor Tribes Trainers Intervention Specialist	Student journal responses Teacher evaluation of staff development Discipline referrals	Analysis of District student and parent surveys End of year Campus discipline reports

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● Yes ○ No

**Campus Goal:** Woodview will encourage activities outside the classroom for the purpose of expanding background knowledge and experience to promote academic achievement.

**Campus Objective:** To continue to offer a wide range of school-sponsored activities, we will expand on study trips and bring outside extracurricular opportunities to the campus.

**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 Use multiple approaches for ensuring extracurricular opportunities; such as: ASP activities Author visits Science activities Fine Art Collaboration Variety of After School Program activities	<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 checked="" type="checkbox"/> CSP	After School Program coordinator Librarian Counselor Specials teacher Lang. Arts/Math SIS Science/Social Studies SIS	District Directors Title I 6219 \$1,500 Title I 6494 \$2,500 for buses	Contact list Record of participants for each activity, student responses	ASP Records analyzed for school-wide student participation, Event surveys
2 Provide students with background information by arranging science connected study trips.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SIS Math/Science Principal Team leads	Title I 6494 \$2500	Post Study trip assessments and survey	End of year Science Benchmarks and Science TAKS

**Safety**

Woodview Elementary  
School

**SBISD**  
2008 - 2009

Neda Scanlan  
Principal

**Title I Campus**  
● Yes ○ No

**Campus Goal:** Woodview will provide a safe and secure environment for our community.

**Campus Objective:** To develop a safe environment for all students, faculty, staff, and parents, the Woodview Community will adhere to safety and emergency 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 Fully implement Emergency Operations Procedures (EOP)-- monitor, adjust and evaluate for effectiveness.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal	District guidelines	Records reflecting monitoring, adjusting and/or evaluating every 9 weeks, Safety Drill Reports	End of year analysis of full implementation, Survey responses
2 Quarterly safety updates will be placed in Wednesday Parent Folders for parent/family review.	<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	Assistant Principal Team Leaders	Community Relations Dept. SBISD police	Record of quarterly safety updates	End of year parent and student surveys

**Operations**

**Woodview Elementary School**

**SBISD  
2008 - 2009**

**Neda Scanlan  
Principal**

**Title I Campus**  
 Yes  No

**Campus Goal:** Woodview will effectively use its resources to support CIP goals and student achievement.

**Campus Objective:** To maximize and adjust allocations as needed, the CIT will review budget expenditures at monthly meetings.

**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 CIT monthly meeting will include a standing budget agenda item to review expenditures.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal	CIT Finance Dept. Title I Dept.	Monthly meeting agendas Monthly meetings minutes	End-of-year of budget analysis
2 Review data to ensure effective allocation of resources by end of first semester.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Assistant Principal Lang. Arts/Math SIS Science/Social Studies SIS Intervention Specialist	Grade level instructional roadmaps, PLC teams, Instructional Leadership Team ADM data	Conducted review at least monthly Monthly Budget Reports and updates	End-of -year budget analysis

**Community**

**Woodview Elementary School**

**SBISD  
2008 - 2009**

**Neda Scanlan  
Principal**

**Title I Campus**  
 Yes  No

**Campus Goal:** Woodview will engage students, staff, parents, and other community members through communication and collaboration to establish and sustain a healthy school culture.

**Campus Objective:** To promote an active PTA with 100% staff participation and expand our partnership and volunteers base, we will continue to implement a variety of strategies to maintain and enhance our community support.

**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 Continue to support an active Woodview PTA that involves parents in a variety of ways.	<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 Counselor PTA board Teachers	Coordinator for Parent Programs Community Relations office CIS worker	PTA Board Meeting minutes and agendas Sign-in sheets for events and meetings --at least one per semester	End of year PTA survey
2 Use a variety of communication strategies to promote parent participation in the Woodview PTA and school wide parent involvement 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	Principal Assistant Principal Counselor SW and CIS worker Team Leaders Tech Rep.	Community Relations office, District Website support, Call out system, Title I funds for parent involvement materials 61-6399 \$1833	Record of communication strategies as they occur --at least one every 9 week Parent involvement sign in sheets	End-of-year assessment of communication strategies, District surveys, and end of year volunteer reports

Outreach activities to develop community/business partnerships.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Counselor SW and CIS	Community and Volunteers Relations office Daniel Measurement/Emerson Process Management Costco St. Cecilia's-mentors Second Baptist-mentors Eagle Scouts Spring Woods High School Memorial High School	Record of outreach --at least one per each semester as documented by the Beagle Biscuit weekly school bulletin	End-of year assessment of community/business partner involvement
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**People**

Woodview Elementary  
School

**SBISD**  
2008 - 2009

Neda Scanlan  
Principal

**Title I Campus**  
 Yes  No

**Campus Goal:** Woodview will continually improve organizational and individual capacity of its staff.

**Campus Objective:** To develop instructional skills and strategies promoting academic and social emotional learning, the Instructional Leadership team will plan and facilitate a variety of staff development opportunities.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
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1	Teams assess their team development needs and participate in prof. dev. designed to meet those needs.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Team Leaders PLC Consultant Principal Assist. Principal	PLC Teams, PLC materials, Ruby Payne materials Title I for Conferences \$1,500	Weekly team meeting minutes Principal / Asst. Principal observation of team efficacy, PLC team minutes	08 -09 faculty survey results
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2	Teams define goals for effective team meetings and effective team instructional planning, monitoring and adjusting as needed.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Team Leaders PLC Consultants Principal Assist. Principal	PLC Teams PLC materials	Grade Level Team Minutes PLC team meeting minutes Lesson plans	08 -09 faculty survey results
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3	Implement DDI training modules 5 & 6 while reviewing the implementation of all other modules	<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	DDI Campus Cadre Instructional Leadership team Principal, Asst. Principal	Module materials, DDI Campus Cadre	WVE annual calendar, sign-in sheets from monthly staff dev. sessions, Walkthrough data from DDI Cadre, ILT, & Principal/Asst. Principal	End of year team reflections Staff survey Student performance data
4	WVE staff completes year-end faculty assessment to assess development and function of the PLC teams and also review mission and vision alignment with PLC team goals and CIP	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Principal Team Leaders PLC Consultants	PLC Teams PLC materials	Monthly faculty meetings/PLC meetings minutes	08 -09 faculty survey results
5	Using the 40 Developmental Assets Framework, WVE will provide a orientation system that will focus on supporting the socio-emotional learning of new students as they enroll	<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 Counselor SEL team ADA Intervention Specialist SW and CIS worker	SEL Materials District resources	ADA records,WVE Calendar Agendas and sign in sheets Team meeting notes	New student survey after 4 weeks at school

**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, we will follow all mandates.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
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1 Required	Conduct annual program evaluation (CATE, state comp-ed, G/T, LEP, Safe & Drug-Free schools) utilizing student performance data derived from special populations for the purpose of program review and revision.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	C & I Division Content/Program Directors Campus Principal	SCI FTE's Maggie Stephens Geneva Winfield Title I funds for salaries and benefits totally \$124,242	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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2 Required	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff	Comprehension Toolkit C & I Portal	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records
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3 Required	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus principal Campus school improvement specialists Campus intervention support staff	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
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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
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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 checked="" 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
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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
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7	Required	Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their TAKS, TAKS-Alt, TAKS-Accommodated, and TAKS-M Instructional and Achievement levels (as per ARD committee recommendation).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)
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8	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 2003-2004 and 2004-2005 changes
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9	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 <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL,QRI- Fall & md yr. Benchmarks, Report Card 9 weeks Progress Reports 3 wks before each report card Released TAKS Fall Agendas, Sign-Ins& Eval. per training	Implementation Survey Teacher Survey Teacher Appraisals Student Survey End of year ObsS,DRA/EDL, /QRI,Report card TAKS
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10	(Title II, A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Prof. dev. documentation - per training Campus surveys- Spring District surveys - Spring	Summative appraisals Results of surveys Staff Survey
Required						
Federal						

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

12	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walkthrough observation per each walkthrough	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.
Required						
State						

13	Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment training/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours per campus visit *Ongoing increase in # of Volunteers per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	End-of-year increase in # of volunteers/partnerships from '05-'06 End-of-year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
Required						
Local						

14	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates Agendas, Sign-Ins Training Evaluations Lesson Plans	Fall & Spr per training per training weekly	Attendance Rosters Prof. Dev. Evaluations PEIMS 425 Incident Report Staff Survey
		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 Training Evaluations	per training 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	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title II A Mentoring-HR Dept. No Child Left Behind	Team Meeting Minutes per meeting Campus Mentor's Log weekly Campus meetings minutes- monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
Required						
Federal						

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

20	PK and K teachers develop transition strategies, and school provides Kindergarten orientation at different times and in a variety of settings to increase the number of parents participating and sharing transition strategies.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin.	PK School Director PK. and Kinder teachers	Identify K 07/08 students Spr 07 Identify feeder PK & HS sts Spr 07 Round-Up Flyer by April 07	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
Required						
Federal						

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

