

Student Performance

Campus Goal: MHS will be an exemplary school with an enriched and relevant 9-12 curriculum that promotes creativity, critical thinking, and achievement.

Campus Objective: Increase the number of students having a successful freshman year and work to improve instruction for all students.

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 Using 8th grade TAKS data, assign students who failed the 8th grade reading test to a reading class	<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	9th grade counselor	TAKS scores, teacher willing to teach this course	monitor student reading success throughout the year, benchmark score	TAKS results, percentage of students moving on to 10th grade

2

Ensure that all algebra I teachers have the same off period in conjunction with freshman study hall, so that they may tutor their students and work with colleagues

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

administrative principal, assistant principal for instruction and assessment, math SIS

monitor student progress and tutorial sign in sheets

TAKS results, number of students passing algebra I

3

Create a trailer course for algebra I students who were not successful during the first semester

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

administrative principal, algebra I teachers, math SIS/DC

class is created based on 1st semester grades and benchmark scores for students

number of students who pass the first semester of algebra

4	Conduct regular feedback walkthroughs to coach teachers as they attempt the DDI skills so that they provide enriched and relevant instruction that actively engages all students	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	cadre principal AP's SIS's	Write ups describing observations during walkthroughs	Teachers routinely use DDI practices as evidenced by observations in unannounced walkthroughs
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5	Distribute confidential lists of economically disadvantaged students to teachers so that they know to make an extra effort with these students, even when they are resistant.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant principal	ADM software SASI	Dialogue with teachers Weekly lesson plans Benchmark scores Report card grades	End of year student assessment analysis End of year report cards
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6

Create a special algebra I class for all students who did not pass the 8th grade math TAKS. This class will be during 3rd period, so students will have extra time during activity period. These students will also have their freshman study hall with their math teacher

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

9th grade counselor
administrative principal

teacher

monitor students' math success throughout the year, benchmark scores

7

Create a special MMA class for students who have previously failed the class

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

administrative principal
counselor

teacher selected

class is created

students gain credit for MMA

Student Performance

Campus Goal: MHS will be a college-focused school and will prepare students for success after high school graduation.

Campus Objective: Work to ensure student success in high school and emphasize post-high school plans and provide information to all students so that everyone who wants to go to college feels he/she is able to.

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 Distribute scholarship information to the relevant grade level email trees	<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	grade level principal college counselor		scholarship information is disseminated	amount of scholarship money awarded increases

Continue incoming 8th graders' participation in SBISD mentor program

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

9th grade principal and counselor; SBISD mentor program

students continue to work with their mentors

Student Performance

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

Campus Objective: Decrease cheating incidents and instill in students a respect for serving others.

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 Use activity period to provide character and ethics lessons through Mustang Mentors	<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	Mustang Mentors coordinators		plans are made and sessions are carried out	student and teacher evaluations of the program

2

Encourage student participation in service and leadership organizations such as MMOB, Mustang Mentors, and Student Council

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

MMOB sponsors, Mustang Mentor coordinators, Student Council sponsor

activities and lessons planned and carried out

number of students who participated

Student Performance

Campus Goal: MHS will offer all students a wide range of school-sponsored activities outside the classroom.

Campus Objective: Increase student involvement and a sense of belonging to the school.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Representatives from school clubs will be present for freshman orientation and Meet the Mustangs to make students aware of their organization and encourage students to join	<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	club sponsors event organizers		club representatives come to events	students are involved in clubs

Information about clubs and organizations will be posted in the school's web page

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

webmaster
club sponsors

information is posted

students are involved in clubs and organizations

Safety

Campus Goal: MHS will have a pervasive culture of safety and respect.

Campus Objective: Ensure that all stakeholders will feel secure while they are at Memorial High School.

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 All grade level principals will meet with all their students during the first weeks of school, either in an assembly, or by visiting study halls, to discuss school rules, policies, procedures, and expectations	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	assistant principals		meetings occur	students follow procedures

2

Follow up with the group of teachers who attended Capturing Kids' Hearts training to ensure that ideas are implemented

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

principals
teachers

follow up meetings/blog occur

program is implemented and relationships between teachers and students are strong, resulting in student learning

Operations

Campus Goal: MHS will be fiscally responsible and efficiently use all resources—human, time, and monetary—to support student achievement.

Campus Objective: Utilize our resources to maximize student learning.

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 Start school late on eight days throughout the school year to give teachers time to plan and analyze data collaboratively	<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 principals, dept. chairs, SIS's		plans are made and dates are set	examine how teachers used the time and how it impacted their instruction and their students' success

Community

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

Campus Objective: Increase school contact with parents and maximize the use of technology to strengthen communication between parents and teachers.

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 Communicate the following technology expectations to teachers: grades must be input within seven days of collecting assignments with the exception of major projects; web pages must be frequently updated with assignment information	<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 principals		Information is communicated to teachers	All teachers are aware of gradebook and web page expectations

2

Monitor teacher web pages and gradebooks throughout the school year to ensure that all teachers are complying with school and district expectations and policies

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

principal
assistant principals

monitoring is done and feedback is given to teachers

All teacher web pages and gradebooks will have been kept up to date

3

Host a freshman report card pickup night in the fall

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

principal, assistant principal for instruction and assessment, freshman office, freshman teachers

dates set and planning begins early in the school year

events happen, positive parent and teacher feedback, increased student success

<p>4 Offer classes to ensure teachers are comfortable with the technology necessary to maintain their gradebooks and web pages</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>SASI/IGPro coordinator technology duty teacher</p>
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<p>Classes are offered and attended</p>	<p>Teachers are able to maintain their gradebooks and web pages</p>
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<p>5 distribute planners to all students to facilitate communication about assignments and due dates between the school and students and parents</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>assistant principals teachers</p>
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<p>planners are distributed</p>	<p>students and parents use planners to keep track of assignments</p>
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6

Continue use of Spanish-speaking parent liaison position to increase the comfort of Spanish-speaking parents in their communication with the school

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

principals
selected liaison

liaison continues his work

communication between school and Spanish-speaking parents continues to increase

7

Continue work started with Hispanic Parent Forum

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

principals
counselors
Spanish teachers

new meetings are scheduled

number of parents involved increases

People

Campus Goal: MHS will recruit and retain the best people by rewarding excellence and providing opportunities for continual growth.

Campus Objective: Ensure that teachers at all stages of their careers continue to grow professionally.

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 Encourage grade level teachers to attend AP conferences	<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	Teachers Department chairs assistant principals principal		Monitor number of teachers in each subject area who attend conferences Look for higher order thinking activities during walkthroughs and provide feedback to teachers	Monitor number of students moving into pre-AP/AP classes Examine TAKS scores for grade level classes

2

Present DDI information at designated inservices

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

cadre

Presentation occurs

Teachers understand the content of the presentations as measured by their application of DDI techniques to their classes

3

MHS will conduct professional book studies to improve quality of instruction

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

Assistant principal for instruction and assessment

teacher discussion during meetings

student performance, teacher assessment of their use of new skills

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

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

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Required Local (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a)challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS).	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal& Asst. 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

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

4 Required	· Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)	<input type="checkbox"/> CNA <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)
Federal						

5	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
	Federal						

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

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

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

<p>9 Required State</p>	<p>(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.</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	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T _____ per session G/T Prof Dev. Sign-in _____ per session Teacher walk through observations _____ per each 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.
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<p>10 Required Local</p>	Develop, monitor and evaluate campus volunteer/partnership programs that include: recruitment training/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours _____ per campus visit *Ongoing increase in # of Volunteers _____ per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	End-of year increase in # of volunteers/partnerships from '05-'06 End-of-year increase in # of hours of volunteers Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
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11	(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							

12	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							

13	(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						

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

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

16	(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 <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans Report Cards Curriculum outlines Benchmarks	weekly 6 or 9 weeks quarterly 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
Required							
State							

19 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math	<input type="checkbox"/> CNA <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 \$ _1,596.00____ Title III	Obs. S., DRA/EDL,QRI- Fall & md yr Released TAKS Fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students Fall	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks
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20 Required	Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home 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 checked="" type="checkbox"/> CSP	SBISD School Age Parent Program Staff Campus Principal Campus nurse CIS SVS Campus guidance counselor Campus social worker	Campus budget allocation (general, Title funds)	benchmark/released TAKS data, service logs, progress reports, report cards, attendance/completion data	Completion/dropout data, graduation rate, attendance data, state student assessment data
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21
Required

Conduct annual program evaluation (CATE, state comp-ed, G/T, LEP, Safe & Drug-Free schools) utilizing student performance data derived from special populations for the purpose of program review and revision.

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

C & I Division
Content/Program Directors
Campus Principal

 13 SCE FTE's
(list staffing and funding)

benchmark/released TAKS data, service logs, progress reports, report cards

State assessment data (TAKS, TELPAS), promotion/retention data