

Student Performance

Campus Goal: Our Goal is to become a Recognized Campus where student performance is increased through good 1st instruction using best practices.

Campus Objective: By the end of the 2008-2009 school year, the percent of students who pass TAKS Reading, Math, Social Studies, and Writing will be 90% or better and Science TAKS will be at 75% passing or better through a focused approach to instruction and interventions.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 All teachers will use LEP strategies including: Small group discussions, accessible texts, Alana Morris vocabulary strategies, Jim Cummings work, and a Balanced Literacy approach to further LEP students achievement.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal SIS for LA ESL teachers	ESL Department	LEP scores for TAKS TELPAS Spring 08	LEP scores for TAKS TELPAS Spring 09
2 Grade Level Content teachers will plan together, implementing the Aim plan, utilizing 2008 TAKS data and benchmark assessments for instructional planning. Teachers will use the support and input of the School Improvement Specialist for Literacy and Math in order to achieve 90% in all areas and 75% on science on the TAKS test.	<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 DC AP's LA SIS Grade Level & Content teams	9 week plans/Curriculum alignment planning/road maps, History Alive, Subs for training, \$ 4000 Title 1, ACTIVboard, Ignite, \$7000 Title 1, Pull out planning for science, Pre-AP Strategies,	Lesson Plans weekly Team meeting minutes weekly Walkthroughs scheduled benchmarks Data conferences Roadmaps teacher appraisal goals Instructional Team Meetings TAKS scores 08	Implementation Survey TAKS scores -09 Benchmark data Teacher appraisals Tracking system Report cards College Readiness Tests

3	Refine after school tutorial programs in every subject and TAKS Saturday review classes to provide targeted interventions for identified regular and special education students in math, reading, writing, social studies, science and ESL in addition to content development for ESL, Hispanic, and econ. disadvantaged students for TAKS remediation.	<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 checked="" type="checkbox"/> CSP	Principal 21st Century Grant coordinator Administrators DC's SIS' s for Math and Language Arts	State Comp. Ed: <u>\$3297.00</u> 21st Century Grant: \$2500 for salaries Title I: \$8000.00-TAKS Sat. salaries \$2000.00- TAKS Sat. incentives	benchmark data ADM Data attendance at after school tutorials Attendance at TAKS Saturday sessions color coded Tracking sheets for LA and math classes	3rd 9 wk. Benchmark data Report cards Summer school enrollment TAKS data 2009
4	School wide focus on Building Vocabulary using Word Walls and Alan Morris's vocabulary building strategies.	<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	SIS for literacy Principal AP's Classroom Teachers	Alana Morris \$2500 Title 1 - books	TAKS Scores 2008 Benchmark Spring 2008	TAKS Scores 2009 Benchmark Data Spring 2009
5	Special Education teachers will plan with regular ed teachers to share strategies and data so that students in resource, support facilitation, and co-taught classes are being taught in alignment with regular ed classes.	<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 checked="" type="checkbox"/> CSP	Campus Instructional Specialist for Special education Principal Special Ed staff and co-teachers DC	Content specific professional development for special ed teachers Consistent scheduled planning time CIS, SIS \$3000 Title 1 funds for subs	lesson planning Roadmapping student assessment data Fall/Spring team conference forms monthly # of special education students in CT classes teacher appraisal goals	benchmark tests end of year student assessment analysis TAKS data in CT classes show increase Regular ed student TAKS scores in CT classes equal with non CT classes
6	Continue to revise and restructure STAT process to create an early identification system that meets more students needs in a more timely manner.	<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 -Counselors -teachers	STAT Coordinator	-Referrals to Special Education -Stat request #'s -Discipline referrals -Failure lists Benchmark Data	-reduced discipline referrals -special education referrals -reduced failure lists

7	Continue the technology integration model for all 6th grade social studies academic teachers. Introduce and begin to utilize the new SBISD Curriculum Wikki on the C & I Portal.	<input type="checkbox"/> CNA	AP - Technology	Ed. Tech	Lesson plans weekly	STAR Chart
		<input type="checkbox"/> SRS	Principal	School Improvement	Roadmaps	Teacher appraisals
		<input type="checkbox"/> QS	Technology Application Teachers	Specialists	Student Electronic portfolios	Student Products
		<input checked="" type="checkbox"/> PD	Classroom Teachers	Librarian	Teacher appraisal goals	Fall
		<input type="checkbox"/> PI		\$8000 Title 1 Funds		
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

8	Continue to refine DDI implementation with a focus on Task Analysis and Active Participation	<input type="checkbox"/> CNA	Principal	Individual student dry-erase boards, \$5000, Title 1	Lesson plans	TAKS scores
		<input checked="" type="checkbox"/> SRS	Campus DDI Cadre	DDI notebook	TAKS scores	Lesson plans
		<input type="checkbox"/> QS		DDI Cadre	Benchmark Scores	
		<input checked="" type="checkbox"/> PD			Classroom observations	
		<input type="checkbox"/> PI				
		<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				

Student Performance

Campus Goal: Our goal is for students to become college ready and be prepared to make informed choices about their future academic plans.

Campus Objective: NMS will increase the number of students participating in Pre-AP and High School credit courses in each grade level and subject by 15%. The students will be provided assemblies, field trips, and study opportunities about post-secondary education.

5 Year Plan Goal SBISD will be the premier college-focused district in the State of Texas and will prepare all students for success after high school graduation.

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Create a College Focused Cadre that will meet to implement college awareness activities at NMS. These activities will include: Referring to college graduation dates, college visits, college advisory lessons, spirit wear, adopt a college for classrooms, college information Pep rallies, etc.... All student incentives be college related.	<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 AP's Counselors Faculty and staff Students Colleges and Universities NHS	Colleges and Universities Faculty and Staff \$10,000 Title 1 -Supplies and Professional Development	Advisory lessons College Portfolio College Awareness Survey Fall 08 Cadre Input	College Awareness Survey Spring 09 College Portfolio
2 Continue to implement the AP Spanish program, student tutorials and participation	<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 checked="" type="checkbox"/> CSP	Principal Spanish Teacher Counselors	AP Title 1 \$1000.00	-CBE exam results -ESL TELPAS and TAKS scores AP scores	-2008 TELPAS -TAKS scores -CBE exam results AP Scores

Student Performance

Campus Goal: Our goal is for staff at NMS to build relationships with students to increase student achievement as well as helping students build the 40 Developmental Assets.

Campus Objective: All NMS staff will work on building relationships with students as well as using advisory to focus on SEL activities that will help work on character development, service learning, campus beautification, and the 40 Developmental Assets.

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 Each day students will have an Advisory/activity period in order to address social and emotional needs of student. Activities can be: (1) fun activities for students :such as intramurals, school spirit rallies, relationship building activities, (2) academic support such as tutorial/study hall and DEAR time, with possibility of more structured tutorials (3) monitoring homework, binders, student agendas. (4) character development (5) community service Each one day per week....	<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	Counselors/Nurse Grade level AP Principal	Anti Bullying activities TRIBES Character Ed Title IV funds (\$678.00) Title I funds for materials (\$3000.00) SEL Resources from Search Institute \$4500.00 Title 1 funds	Discipline referral #'s from 2008 TAKS scores May 2009 Teachers survey District survey siting bullying as major issue on campus Monthly calendar of events Monitoring	Decreased incidents of bullying Decreased discipline referrals Increased academic achievement
2 Celebrate and publicize NMS successes. Ideas could be: Teacher of the month, rewards and recognition for "going the extra mile" celebrations at faculty meetings, class celebrations, student of the week, and all other positive recognition.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal AP's Faculty /Staff PTA	Sunshine club newsletters positive promotions Intranet Title I funds \$3000 announcements NMS News	NMS climate survey 2008 teacher surveys	February climate surveys 2009 May teacher surveys

3

NMS will have a focus of Building Relationships with students as we attempt to introduce and help to build the 40 Developmental Assets for our kids.

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

Principal
Counselors
AP's
Nurse
Faculty/Staff

SEL Resources
Jerona Williams
Counselors

student surveys
lesson plans
amount of referrals in 07-08

decrease in discipline referrals
lesson plans
report cards

Student Performance

Campus Goal: Using the 21st Century After School grant program, we will revise the after school program in order to increase the types of activities offered based on student interests and increase the number of students involved.

Campus Objective: Our goal is to increase participation in after school activities by 25% during the 2008-2009 school year.

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 NMS will strengthen the participation, knowledge, and interest in National Junior Honor Society and Student Council.	<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 Kathy Tyson Elizabeth Clark	\$3444.43 title 1 TASSP	Student Surveys Participation in NJHS and Student Council	Student Surveys
2 NMS will continue with the 21st Century Grant Program that provides a variety of activities Monday through Friday after school.	<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	MEGA Facilitators Principal Faculty/Staff	21st Century Grant Funds \$106,450	TAKS 2008 Benchmarks 2008 MEGA attendance 2007-08	TAKS 2009 Benchmarks 2009 MEGA attendance 2008-09

Safety

Campus Goal: We will work throughout the year to provide educational opportunities for students, staff, and parents that will focus on conflict resolution, gang awareness, and anti-bullying activities.

Campus Objective: Our goal is to reduce the number of discipline incidents by 25% during the 2008-2009 school year.

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 Faculty and staff will work with students and others to create a brand for NMS that reflects the level of safety and high expectations at NMS.	<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 AP's Faculty and staff	\$4000 Title 1 Funds Linda Buchmann	# of students who attend Charter schools	# of students who attend charter schools
2 Review and implement a variety of strategies, including Harry Wong strategies to assist teachers in classroom organization and management and review Discipline with Dignity, and Love and Logic	<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	Principals Assistant principals counselors	Harry Wong Videos Discipline with Dignity Title I: \$1,000 Love and Logic \$4000 Title 1 funds	# of discipline referrals District survey results	Decreased incidents of violence, decreased # of discipline referrals increased student achievement

3

Provide professional development opportunities for faculty/staff in bullying prevention and leadership groups for students.

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

Principal
Assistant principals
Advisory teachers

Victor Gonzales-Mayor's
Anti Gang drug task force
SDFSC
resources/presentation
Title 1 funds \$6000

District/campus survey of needs
Discipline referral #'s

Reduced discipline referrals
Reduced # of bullying incidents
Increased student achievement

Operations

Campus Goal: Our goal is to review and monitor our current practices so that we are fiscally responsible and efficiently using our resources to support student achievement.

Campus Objective: To provide cross training opportunities for clerical and administrative staff to learn all aspects of the NMS and SBISD budget process.

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 All office staff and administration will be familiar with practices that are budget related by providing cross training and opportunities for all to participate.	<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	Finance Adm. Assistant	Knowledge level -08 Efficiency of office -08	Knowledge Level of staff -09 Efficiency of office -09
2 Regularly scheduled reviews to insure all funding is handled responsibly and according to policy	<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	Finance Department	Budget Fall -08	Budget Spring -09

Community

Campus Goal: Through various opportunities, parents, and community members will be encouraged to participate in school programs and to support the students at NMS.

Campus Objective: Faculty and staff will use a variety of strategies to insure that mentoring by parents and community members is a key part of our students' success at NMS and increase the participation of adults in students' lives by 20%.

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 NMS will reinstating the PTA.	<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	Faculty / Staff	PTA council	Parent/Teacher Surveys -08	Parent/Teacher Surveys -09
2 The students, staff and faculty will work together to visit all feeder elementary schools and to bring various organizations to promote students choosing NMS over the available charter schools. The various organizations such as band, orchestra, Pre-AP teachers, will meet and speak with 5th grade students and their parents.	<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 AP's Arts teachers	\$3000 Title I funds	# of students choosing charter schools 5th grade surveys	# of students choosing charter schools, 5th grade surveys

3	Expand Notre Dame/St. John Vianny Catholic and Memorial Drive Methodist church in the mentoring program with academic achievement, and participation in before and after school programs, and with the students that are recruited to be a part of the mentoring program	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Social Worker Grade Level AP	All staff 21st Century Grant (1000.00) Title I funds (\$3000) Homework Hall Teacher salary before and after school Golden Dome Mentors	Benchmarks Report cards Mentoring Sign-In (weekly) Reduce discipline referrals	Benchmark data ASAP reports Spring TAKS scores
4	Increase communication and information sharing (with translated copies), within the community through use of newsletters, invitations, flyers, the marquee, event callout system, teachers webpage, parent portal, and communication to parents.	<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	Title I \$3500	Newsletters 9 wks Flyers, monthly folders & agendas every Monday Event Call system records	Increased participation at Campus events and meetings
5	NMS will develop a Parent Center located within the school for parents to come to volunteer.	<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 Social Worker CIS worker Faculty / Staff	\$3000 Title I	Parent Surveys Teacher Surveys Student Surveys Linda Buchmann	Parent Surveys Teacher Surveys Student Surveys

People

Campus Goal: We will work to ensure that NMS is the employer of choice within SBISD.

Campus Objective: We will continue our new teacher support program and work with returning teachers to create an atmosphere of collaboration through a variety of educational opportunities for all staff.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Continue New Teacher Support Group on Friday mornings to provide opportunities for sharing and questions with new teachers. Book studies on Ruby Payne's Poverty, Harry Wong's Effective Teachers and Curwin and Mendler's Discipline with Dignity are completed with new teachers. Provide time for mentors to work with new teachers during this time periodically.	<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 Principals	Discipline with Dignity Effective Teachers series Differentiation Ruby Payne Title I: \$1,200.00	Teacher appraisal goals Fall Book Study Rosters per session Web page	Retention rates teacher appraisals student discipline referrals from new teachers teacher survey
2 Utilize 2.5 classroom assistants, paid for by Title I and Title III to assist with students in classrooms in an effort to improve instruction. (ISS and LEP)	<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	principal	\$19,342. Title I 3400.00 Title III	staffing plan master schedule PEIMS discipline data for ISS ESL student population #'s	TAKS scores May 2007 Improved data quality Decreased discipline #'s

3

Use Title One funding to pay for an additional science teacher to help increase science achievement.

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

Principal
SIS (LA)

\$54,290. Title I

TAKS scores/science
Master schedule
ARI Requirements

May 2007
TAKS scores
master schedule

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
2 Required Federal	(Safe & Drug Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide morning television broadcasts	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	Title IV \$ _533.00_____ SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly -Lesson Plans Weekly	-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey

3 Required	(SPECIAL EDUCATION) · Monitor LRE ratio. · Develop campus capacity to support inclusive programming for students with disabilities. · Evaluate campus LRE ratio	<input type="checkbox"/> CNA <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 (TAKS A/TAKS M/TAKS ALT) reports with respect to the percentage of students achieving their Instructional and grade 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	Progress on state and district grade level assessments (TAKS A/TAKS M/TAKS ALT)
	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	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL,QRI- Fall & md yr. ·Benchmarks, Report Card 9 weeks ·Progress Reports 3 wks before each report card ·Released TAKS Fall ·Agendas, Sign-Ins & Eval. per training	Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year ObsS,DRA/EDL, /QRI,Report card ·TAKS
	Federal	*integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ in-services/ workshops and/or conferences together with structured follow up.					

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

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

9	Required	(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 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.
			<input type="checkbox"/> SRS				
	State		<input type="checkbox"/> MTA				
			<input type="checkbox"/> AQT				
			<input type="checkbox"/> CSP				

10	Required	Develop, monitor and evaluate campus volunteer/ partnership programs that include: recruitment training/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA	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
			<input type="checkbox"/> SRS				
	Local		<input type="checkbox"/> MTA				
			<input type="checkbox"/> AQT				
			<input type="checkbox"/> CSP				

11	Required	(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	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
			<input type="checkbox"/> SRS				
	Federal		<input type="checkbox"/> MTA				
			<input type="checkbox"/> AQT				
			<input type="checkbox"/> CSP				

12	Required	Promote parent and community involvement in TAOD and violence prevention programs/activities.	<input type="checkbox"/> CNA	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
			<input type="checkbox"/> SRS				
	Federal		<input type="checkbox"/> MTA				
			<input type="checkbox"/> AQT				
			<input type="checkbox"/> CSP				

13 Required	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <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
Federal						
14 Required	Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs.	<input type="checkbox"/> CNA <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
Federal						
15 Required	Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End of Year EDMIN Reports Summative Evaluations
Local						
16 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 <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 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
State						

17 Required State	(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 <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. Counselor	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
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18 Required State and Federal	(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 Interventions 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	2 SEC Ft.'s 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	End-of-Year ObsS.,DRA/ EDL,QRI ERR/DLL Report Annual AQT TAKS RPTE End-of-year report cards Spring Benchmarks
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19 Required State and Federal	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEAP students) Materials include: manipulative, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larcenies 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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists Intervention Specialists	SEC \$ 1,580 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 ObsS.,DRA/ EDL,QRI ERR/DLL Report Annual AQT TAKS RPTE End-of-year report cards Spring Benchmarks
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20 Required State	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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input 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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