

Student Performance

Lion Lane
School

SBISD
2008 - 2009

Sharee Cantrell
Principal

Title I Campus
● Yes ○ No

Campus Goal: Increase student achievement by carefully aligning early childhood curriculum.

Campus Objective: To provide opportunities to align kindergarten and prekindergarten curriculum and instruction

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	PK and K teachers will develop and discuss transition strategies. Teachers will visit each other's classrooms and meet to debrief.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Asst. Director SIS Elem Principal	Substitutes \$1000.00 (Title 1) \$1000.00 (General Fund)	Strategies Developed Meetings Scheduled	Number of meetings Meeting Sign In Sheets
2	Prekindergarten students will visit elementary campuses to enhance transition to kindergarten.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Assistant Director SIS Team Leaders Elementary Principals Elementary Team Leaders	Student Transportation \$500.00 (Title 1)	Identified students and feeder schools	Schedule for visits Completed visits

Student Performance

Campus Goal: To increase the young child's awareness of college affiliations

Campus Objective: Staff will model college pride.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 We will have a college sweatshirt day where staff wears college affiliated shirts and shares information about their colleges with their 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	Counselor		Information sent in newsletter	Number of staff and students participating

Student Performance

Campus Goal: Provide opportunities for ethics and character development.

Campus Objective: Continue and expand Project Class Social Skills Program and provide Project Class training for new teachers.

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

Table with 6 columns: Strategy/Activities, Title I Comp., Campus- Staff Responsible, Resources, Leading Indicator/Formative Evaluation Timeline, Trailing Indicator/Summative Evaluation. Contains two rows of data for social skills curriculum and parent/community involvement.

Student Performance

Campus Goal: To provide opportunities for students outside the classroom

Campus Objective: To enrich students' experiential background by providing study trips and programs in the community. Additionally, we will include study trips to culminate individual class projects.

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 Student will have opportunities to attend study trips to various places of interest in the community (farm, zoo, theater) to increase their experiences and to enhance their understanding of thematic units. Programs will all be brought in for students.	<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	Assistant Director Study Trip Committee	Student Transportation \$2500.00 (Title 1) Professional Services \$700.00 (Title 1)	Trip Schedule Bus logs Attendance logs	Trip Schedules Title budget log

Safety

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Title I Campus
● Yes ○ No

Campus Goal: Provide services for our students and families in crisis.

Campus Objective: Develop counseling and social work support for our families.

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 Provide intervention services for our students and families in crisis with counseling and social worker services	<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 checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Counselor CYS Worker	CYS \$16,000.00(Title 1) Counselor \$70,181.00(Title 1)	Counselor's Schedule CYS Log	Number of Families Served

Operations

Campus Goal: Investigate software options available for young children.

Campus Objective: Develop a committee to research new technology focused on early childhood education.

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 Our technology committee will investigate new technology focused on early childhood education.	<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	Technology Committee Assistant Director		Committee Report	Committee findings

Community

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2008 - 2009

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Title I Campus
● Yes ○ No

Campus Goal: Expand opportunities for parents including providing resources for parents and parent education classes.

Campus Objective: Develop a more extensively organized parent education program.

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	CIT, teachers, administrators, staff, and parents will collaborate planning efforts and implementation of staff development that will build ties between parents and schools.	<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	Counselor Assistant Director Parent Involvement Committee		Schedule of Professional Development	Number of PD opportunities that focused on parent involvement
2	Create a location and offer parent trainings at the campus.	<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	Counselor		Parent Meeting Schedule	Number of parents attending trainings

People

Campus Goal: To support our staff with an comprehensive professional development model specifically focused on components of balanced literacy (writing by students, independent opportunities for students, and implementation of dual language)

Campus Objective: Provide professional development support for teachers to increase the instructional decisions that are based on assessment data.

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.

Table with 6 columns: Strategy/Activities, Title I Comp., Campus- Staff Responsible, Resources, Leading Indicator/Formative Evaluation Timeline, and Trailing Indicator/Summative Evaluation. It contains three rows of data detailing professional development and instructional materials.

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

Table with 6 columns: Strategy/Activities, Title I Comp., Campus- Staff Responsible, Resources, Leading Indicator/Formative Evaluation Timeline, and Trailing Indicator/Summative Evaluation. It contains three rows of data detailing educational goals and their tracking methods.

4 Required Federal	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)
5 Required Federal	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
6 Required Federal	(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

7	(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
8	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
9	(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Curriculum and instruction for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselors GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each walk through	G/T Professional Development Records for each employee Select from suggestions ·Evidence of Implementation ·Array/PD Survey ·Teacher Array/PD Survey ·Teacher Appraisals/ Teacher walk through observations.
10	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

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
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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 Campus Mentor's Log Campus meetings minutes- Dist. Mentor/Mentee Calendar	per meeting weekly monthly Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
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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- Update Website-	Spring Fall/Spring	Applications submitted Personnel Roster
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15	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 Identify feeder PK & HS sts Round-Up Flyer by	Spr 07 Spr 07 April 07	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
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16	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
17	(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
18	(Gifted and Talented) Conduct annual G/T screening by following the district-wide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.	<input type="checkbox"/> CNA <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	per district GT calendar per semester per semester per semester	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar
19	(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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principals School Improvement Specialists	2 SCE FTE'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 Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks	

20 Required State and Federal	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 checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$ ____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 Obs.S.,DRA/EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks
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.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	C & I Division Content/Program Directors Campus Principal	____ SCE FTE's (list staffing and funding)	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
22 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
23 Required	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide redemption 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.	

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

25	Increase parent attendance at Title I Annual meeting to share:	<input type="checkbox"/> CNA	Principal	Ext. Funding/Compliance	Flyers, Agendas, Sign-Ins	# of parents attending
Required	standards and goals	<input type="checkbox"/> SRS	AP	Department	per meeting	Parent evaluation or survey
Federal	parents' rights' curriculum	<input type="checkbox"/> QS	Title I Contact		Minutes, Parent Comments	
	school report card	<input type="checkbox"/> PD			per meeting	
	Title I participation	<input checked="" type="checkbox"/> PI				
	Offer a flexible number of meetings.	<input type="checkbox"/> T				
		<input type="checkbox"/> TDA				
		<input type="checkbox"/> MTA				
		<input type="checkbox"/> AQT				
		<input type="checkbox"/> CSP				