

Student Performance

Campus Goal: Tiger Trail will provide an actively engaging and rigorous, well-defined curriculum that encourages creativity and critical thinking in a developmentally appropriate manner.

Campus Objective: Ensure each student shall have a choice of programs and be actively engaged and challenged through rigorous, well-defined curriculum programs that encourage creativity and critical thinking.

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 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	Principal School Improvement Specialist	Comprehension Toolkit C & I Portal Title I \$ 3234	Running records Miscue analysis Reading inventory	Spring DRA Evaluation Running records
2	Train teachers on best practices for delivery of gross motor skill development instruction	<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 Teachers Teacher Assistants	Title I \$ 3982	Complete 2 training sessions in the fall semester and 2 training sessions in the fall semester	Sign in sheets Agenda PK report card progress in gross motor skills

3 Required	(SPECIAL EDUCATION)	<input type="checkbox"/> CNA	Principal	Campus LRE ratio per	Log tracking	per log entries	LRE campus ratio annual report
	Monitor LRE ratio.	<input type="checkbox"/> SRS	Spec. Ed. Campus Support Staff	grading period	required LRE campus ratio		
Federal	Develop campus capacity to support inclusive programming for students with disabilities.	<input type="checkbox"/> QS	Inclusion Specialist	Spec. Ed. Admin. Team			
	Evaluate campus LRE ratio	<input checked="" type="checkbox"/> PD	BISI				
		<input type="checkbox"/> PI	(Building Inclusive School Initiative)				
		<input type="checkbox"/> T					
		<input type="checkbox"/> TDA					
		<input type="checkbox"/> MTA					
		<input type="checkbox"/> AQT					
		<input type="checkbox"/> CSP					

4 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	Principal	Curriculum Directors	Calendar	Fall and Spring	End of Year PDLC reports
		<input type="checkbox"/> SRS	School Improvement Specialist	DDI trained teachers	PDLC Reports	Monthly	Summative Evaluations
Local		<input checked="" type="checkbox"/> QS		Title I § 2242	Lesson Plans	Weekly	
		<input checked="" type="checkbox"/> PD			Appraisals	Fall and Spring	
		<input type="checkbox"/> PI			Walk-thru documentation	per semester	
		<input type="checkbox"/> T					
		<input type="checkbox"/> TDA					
		<input type="checkbox"/> CSP					

5 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)	<input type="checkbox"/> CNA	Principal	Title I § 2962	Obs. S., DRA/	Fall & md yr.	End-of-Year Obs.S.,DRA/
	Materials include: manipulatives, literacy materials, bilingual material	<input type="checkbox"/> SRS	School Improvement Specialist		Report Card	9 weeks	Pre-IPT
State and Federal	Summer School	<input checked="" type="checkbox"/> QS	Team Leader		Eng. Acquisition Measure	periodic	
		<input type="checkbox"/> PD	Counselor		Identify At-Risk students	Fall	End-of-year report cards
		<input type="checkbox"/> PI	Title III Consulting Teacher				
		<input type="checkbox"/> T					
		<input type="checkbox"/> TDA					
		<input checked="" type="checkbox"/> CSP					

Student Performance

Campus Goal: Tiger Trail will build an educational foundation for all students to be able to obtain entry to college in their future.

Campus Objective: Raise the level of academic performance of all students.

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 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 *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 School Improvement Specialist Team Leaders	Title II A Title II D Content Area Directors Title I § 3475	Obs. S., DRA/EDL,QRI- Fall & md yr. ·Agendas, Sign-Ins& Eval. per training	Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year Obs,S,DRA/
2 Required Federal	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 School Improvement Specialist Inclusion Specialist BISI (Building Inclusive Schools Initiative)	PK School Director PK. and Kinder teachers	·Identify K 07/08 students Spr 09 ·Identify feeder PK & HS sts Spr 09 ·Round-Up Flyer by April 09	·Evaluation of transition strategies/ progress PK -1 ·Round-Up Sign In ·Round-Up Parent Evaluation ·Spring Update Website

Student Performance

Campus Goal: Tiger Trail will build a foundation of ethics and character development.

Campus Objective: Support the social, emotional, and physical well-being of stakeholders and establish and sustain a healthy school environment by providing counseling and behavior intervention and utilization of the Project Class curriculum at school.

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1	Provide Developmental Assets overview for campus teachers, assistants, and other designated groups by June 2008	<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 School Improvement Specialist SEL Campus Committee	Local Budget District SEL grant	Agenda and Sign-In	List of Students Receiving Intervention
2	Implement Project Class Social Skills curriculum by incorporating social skills into daily announcements and focus lessons.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal School Improvement Specialist Project Class	Title I \$ 1167	Lesson Plans Announcement Schedule Teacher Referrals	Calendar Announcement schedule

3

Provide intervention and therapeutic services for children in need of intervention or at risk students needing possible intervention.

- CNA Principal
- SRS School Improvement Specialist
- QS Counselor
- PD Inclusion Specialist
- PI Speech Pathologist
- T
- TDA CIS
- MTA (Community In Schools)
- AQT CYS
- CSP (Community Youth Service)

Title I § 5163

Teacher Trainings
Book Study

Number of office or Stat referrals

Student Performance

Campus Goal: Tiger Trail will sponsor or host monthly activities to enrich the early childhood experience for the students and or parents.

Campus Objective: To increase the number, quality, and variety of parent education opportunities and involvement in their child's success.

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	Host an event per month in which the families can become involved in the classroom or supplement the educational experience of their children	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal School Improvement Specialist Teacher Assistants CIS (Community In Schools) CYS (Community Youth Service)	Title I \$ 2536	Newsletter of upcoming events	Agenda Sign-In
2	Provide activities for the students to supplement or enhance their learning - i.e. performances, field trips, special event days	<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	Principal School Improving Specialist	Title I \$ 6592	Lesson Plans	report cards PK assessment data

Safety

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

Campus Objective: Social skills curriculum will be utilized to build a safe and respectful school environment.

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 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	Principal Counselor CIS (Community In Schools) CYS (Community Youth Service)	Title I § 8120 SDFSC Staff Title I 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
2 Required Federal	Social Skills curriculum lessons in academic subject areas and/or student assistance programs/mentoring and daily school wide announcements	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Project Class consultant Principal Counselor CIS (Community In Schools) CYS (Community Youth Service)	Title I § 8304 Project Class Consultants	· Parent and Student Referrals & teacher referrals Monthly -Lesson Plans Weekly	·Yearly analysis of · Project Class Evaluations ·Yearly analysis of Staff Survey

3
Required

Federal

(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

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

Principal
Counselor
Nurse
CIS
(Community In Schools)
CYS
(Community Youth Service)

Title I § 9552
SDFSC Asst. Admin.
Region IV
Community Professionals
Anti-Defamation League

Calendar of in-service Dates
Fall & Spr
Agendas, Sign-Ins per training
Training Evaluations per training
Lesson Plans weekly

Attendance Rosters
Prof. Dev. Evaluations
Staff Survey

Operations

Campus Goal: Tiger Trail will be fiscally responsible and utilize human and monetary resources to promote student achievement and school success.

Campus Objective: Develop resources and allocate expenditures consistent with the adopted budget to invest in professional development of both employees and other identified stakeholders.

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Required Federal	(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 School Improvement Specialist Team Leaders	Title I \$ 2242 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

Community

Campus Goal: Tiger Trail will build partnerships with parents, students, and the community to ensure student success.

Campus Objective: To increase the number of opportunities for parental involvement in the educational process of the students at Tiger Trail.

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 Required Federal	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 School Improvement Specialist Team Leaders CIT (Campus Improvement Team) CIS (Community In Schools) CYS (Community Youth Service)	Title I \$ 2536 Ext. Funding/Compl. Dept.	·Agendas, Sign-Ins, Minutes per planning meeting ·Calendar, Agenda, Sign- Ins per training session	·Training evaluation ·Parent evaluation or survey
2 Required Local	Develop, monitor and evaluate campus volunteer/ partnership programs that include: recruitment training-/support recognition of volunteers/partnerships	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal School Improvement Specialist CIT (Campus Improvement Team) CIS (Community In Schools) CYS (Community Youth Service)	Title I \$ 2536 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 Volunteers 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)

<p>3 Required Federal</p>	<p>Review and revisit both the Home/School Compact and Parental Involvement Policy ·offer several opportunities for parent input ·develop, with parent input, current school year compact and policy in appropriate language(s)-English/Spanish ·share compact with parents and document</p>	<p><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</p>	<p>Principal School Improvement Specialist Administrative Assistant</p>	<p>Ext. Funding/Compliance Department</p>	<p>Flyers, Agendas, Sign-ins per meeting Minutes, Parent Comments per meeting Final revised Compact Fall Signed Compact Fall</p>	<p>·Final Revised Compact ·Signed Compacts ·Compact usage data</p>
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People

Campus Goal: Tiger Trail will recruit, retain, and employ highly-qualified staff .

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.

	<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 PK Guidelines	<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 School Improvement Specialist Team Leaders	Title I § 2492 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	(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 School Improvement Specialist 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

3
Required

Federal

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.

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

Principal	School Improvement Spec.	Job Fairs-	Spring	Applications submitted
School Improvement Specialist	Human Resources	Update Website-	Fall/Spring	Personnel Roster
Instructional Leadership Team	No Child Left Behind			
Team Leaders				
Technology Team				
Classroom Teachers				

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>
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
9 Required State	(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 School Improvement Specialist Counselor	Title I § 4867	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.

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 per training Training Evaluations per training	Participant Rosters Program Calendar Parent Evaluations Surveys
Required						
Federal						

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 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 School Improvement Specialist Counselor	Title I §3738 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
Required						
State						

18	(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 School Improvement Specialist	Title I § 625 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
Required						
State						

19 Required	(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	Principal School Improvement Specialist	____.5 SCE FTE's Title I \$9883 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
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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.	<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	Principal School Improvement Specialist Counselor Inclusion Specialist	Title I \$ 2625	benchmark/released TAKS data, service logs, progress reports, report cards	State assessment data (TAKS, TELPAS), promotion/retention data
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23 Required	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal School Improvement Specialist Team Leaders Inclusion Specialist	Title I \$ 2962	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
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25
Required

Federal

Increase parent attendance at Title I Annual meeting to share:
-standards and goals
-parents' rights'
-curriculum
-school report card
-Title I participation
-Offer a flexible number of meetings.

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

Principal
School Improvement Specialist
Administrative Assistant

Ext. Funding/Compliance
Department

Flyers, Agendas, Sign-Ins
per meeting
Minutes, Parent Comments
per meeting

of parents attending
Parent evaluation or survey