

Student Performance

Campus Goal: Wildcat Way students will be provided a solid foundation in literacy and mathematics to enable them to experience success in kindergarten and beyond.

Campus Objective: End-of-year prekindergarten math and literacy assessments will show a 5% or more increase in the number of students scoring in the 3-4 range in each area, when comparing spring 2008 and spring 2009 results.

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 Provide staff development for ESL and Bilingual teachers related to: -Center organization and management -Effective small group/differentiated instruction for all students, including LEP and at-risk population -Components of balanced literacy -Lesson Planning -PK Assessment	<input checked="" 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 checked="" type="checkbox"/> CSP	Director School Improvement Specialist Campus Literacy Team Teachers	District staff development Aug. 2008 Campus SIS District Content Area Directors Master Teachers at other pre-k campuses \$ 1440 Title Funds for substitutes for professional development (211.11.6112)	Classroom Schedules/ Sept. 2008 PDLC Records/ Per training (district and campus) Lesson plans/Weekly Notes from walk throughs by Director and /or SIS Samples of small group management tools per teacher/ October 2008	Annual PDLC Report Per Teacher Compare pre-k literacy assessment results from spring 2008 and spring 2009 Teacher Summative Appraisals

2	Establish a campus math committee, including bilingual teachers, to revise road maps, assess instructional material needs, plan staff development, and serve as curriculum resources for teachers. Emphasis will especially be placed on the success of LEP students receiving math instruction in English, as part of the One Way Dual Language Program.	<input checked="" 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 checked="" type="checkbox"/> CSP	Director Campus SIS Math Committee	District Math Director \$ 400 Title Funds for math instructional materials (211.11.6391)	Meeting Minutes/Per Mtg. Materials Inventory/ Fall 2008 Requisitions for Materials/ May 2009 Revised instructional road maps/ May 2009 Sign-ins/ per staff development	Final instructional road map revision/ May 2009 End of year PK math assessment results/ May 2009 PDLC Annual Report Per teacher/ May 2009
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3	Analyze assessment data following each administration and utilize results for planning and conducting effective small group instruction	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Campus SIS Teachers	Campus SIS SBISD Data Base	Data by class/individual- Beginning and mid year Small group plans/weekly Small group management tool/ October 2008 Sign-ins/Per staff development SIS Calendar/Monthly	End of Year PK Literacy and Math Assessment Data (compare end of year 2008 and 2009, and beginning and end of current year for individual students)
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4	Provide hands on experiences to enrich/reinforce curriculum content including: -Study trips -In-house programs -Revision/enhancement of science units	<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	Director Special Programs Committee	Activity Funds for Special Performances/In-House Programs \$ 400 Title Funds for science instructional materials (211.11.6391)	Calendar/Monthly Study Trip Permission Slips/Evaluations Lesson Plans/Per Event Revised Science Units	Year Calendar Report of total expenses Revised science unit Final meeting minutes, including recommendations for next year Comparison of pre-k assessment results, beginning and end of year
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5	Increase inventory of instructional materials to support school wide use of the components of balanced literacy (Spanish & English)	<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	Campus SIS Campus Literacy Team Teachers	District Director of Language Arts District Early Childhood Director \$ 2000 Title Funds for big books, library books, classroom books, etc. (211.12.6329) \$ 1000 Title Funds for Books, Magazines (211.11.6329) \$ 1350 Title Funds to purchase printer for student literacy related products, projects (211.11.6398)	Requisitions/ Per Order Literacy Team Minutes	Revised materials inventory Pre-K Literacy Assessment Results-Compare beginning and end of year scores, and spring 2008 and spring 2009
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Student Performance

Campus Goal: All Wildcat Way students will be prepared academically, socially, and physically for successful transition to kindergarten.

Campus Objective: Students will learn and practice appropriate social skills in the school environment with increasing consistency. End-of-year prekindergarten math and literacy assessments will show an increase of 5% or more in the number of students scoring in the "developing as expected" or "advanced development" range in each area.

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 Continue implementation of Project Class social skills program and utilize consultant for support and guidance	<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	Teachers Project Class Consultant	Project Class Consultant \$ 2000 General Funds for Consultant Services	Lesson plans Consultant schedule, notes	Project Class Annual Report

2	Disaggregate fall, mid year and end of year assessment data to structure small groups for instruction and determine staff development	<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	Director Campus SIS Campus Literacy Team Teachers	Fall, Mid Year, and End of Year Assessment data Small group tracking tools, lesson plans Sign Ins, PDLC Reports/ per training	Compare end of year assessment data from 2008 and 2009
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3	Schedule tours of feeder campuses for students attending kindergarten in fall of 2009	<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	Director	Feeder Elementary Staff \$ 400 Title Funds for Student Transportation (211.11.6494)	Calendar/ April, May 2009 Study Trip Requests/ per trip Study Trip Permission forms/ per trip	Evaluation/feedback from feeder elementary k teachers
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4	Collaborate with feeder schools to schedule teacher observations and plan follow up activities which allow Wildcat Way teachers to engage in professional dialogue regarding visits	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" 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	Campus SIS Campus Literacy Team Teachers	Feeder elementary staff (SIS, principal) SBISD Director of Early Childhood \$ 2000 Funds from Early Childhood Budget for substitutes	Calendar/Monthly Meeting agendas, minutes/ per meeting GUSS substitute records	Teacher Feedback Via Survey Guiding questions/responses per dialogue session
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5	Plan and hold college day activities in conjunction with district college night -Spirit shirt day -Staff share photos, talk about college experiences -Dialogue with students about expectations that they will attend college, and answer questions they may have	<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	Director Campus Special Events Committee	Committee Mtg Minutes Calendar Schedule for Day	Teacher Survey Question Responses
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Student Performance

Campus Goal: Wildcat Way students will practice self-control and utilize appropriate social skills to interact with peers and adults in the school environment.

Campus Objective: Wildcat Way students will understand the concept of community, learn what it means to be a part of a community, and how to support individual community members and the community as a whole.

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 Utilize Project Class program to teach social skills and engage in collaboration with consultant from Houston Achievement Place.	<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	Director Campus SIS Teachers	Project Class Consultant SBISD Guidance Services	Lesson Plans/Weekly Walk Through Notes Informal feedback from staff	Staff and Parent Survey Data

2	Contract services of licensed play therapist/psychologist to assist students and families that need support in adjusting to the school environment, and in relating to peers	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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	Director CIT Kim Nemeec, Psychologist	\$ 12000 Title Funds for consultant services of licensed play therapist/psychologist (211.11.6219) \$ 200 Title funds for materials (211.11.6391)	Professional Services Contract Student referrals	End of Year Report Staff/Parent Survey
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3	Engage students in community service projects to assist them in understanding the need to help others and perform random acts of kindness -Food Drive -Pennies for Patients	<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	Director Nurse CIT	Texas Leukemia & Lymphoma Society Houston Food Bank First Community Credit Union	Written Plans for Projects Calendar Flyers/Handouts-Per Event	Staff Survey
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4

Provide staff development for teachers and assistants related to effective behavior management techniques

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

Director
Campus Safety & Discipline Committee
Campus Inclusion Specialist

Kim Nemece, Psychologist
CIS Project Manager
Project Class Consultant
\$ 200 Title funds for training supplies & materials (211.11.6391)

Sign ins, agenda, hand outs/per training
Written feedback from informal observations

Staff Survey
Office referral data review
Staff Development Evaluations

Student Performance

Campus Goal: All Wildcat Way students will participate in regularly scheduled activities that promote learning and development of the whole child.

Campus Objective: Provide a wide variety of learning experiences for all students including but not limited to content related study trips, gross motor development, and on-site special programs.

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 Schedule study trips to enhance curriculum content: -Zoo -Farm -Science Museum -Other related to specific class projects	<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	Director Campus SIS Team Leaders	\$ 1100 Title Funds for entry /admission fees required for study trips (211.11.6494)	Calendar Study Trip Requests Parent Permission Forms/ Per trip	Study Trip Evaluations Parent/Staff Survey

2	<p>Improve effectiveness of gross motor skills program to increase consistency and quality of program by:</p> <ul style="list-style-type: none"> -Providing assistant training -Weekly planning -Monitoring of implementation -Updating/replacing equipment as needed 	<input type="checkbox"/> CNA <input checked="" 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	<p>Director Teacher Assistants</p>	<p>\$ 300 Title Funds for instructional materials (211.11.6391)</p>	<p>Sign-Ins Schedule Weekly lesson plans Informal written feedback</p>	<p>Student skills assessment (pre-assessment & post assessment)</p>
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3	<p>Provide in-house programs to expose students to cultural arts and enhance curriculum content such as literacy development and science and social studies units.</p> <ul style="list-style-type: none"> -Theater groups/performances -Bugs on Wheels -Petting Zoo -Oasis for Children 	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Campus SIS Campus Special Events Committee</p>	<p>Young Audiences of Houston Main Street Theater Activity Funds for Performances, In House Programs</p>	<p>Calendar Professional Services Contracts Invoices</p>	<p>Event Evaluations Staff Survey</p>
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4

Parents and staff will collaborate to create, plan, and hold special events to promote social skills, enhance learning, and build school community. -Splash Day -Rodeo Day -Thanksgiving Feast	<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	Director CIS Project Manager Parent Committee Per Event Campus Staff	CIS Project Manager Community Partners \$ 619 Title Funds for supplies and materials (211.11.6391)	Calendar Minutes per planning meeting	Event Evaluations Parent/Staff Survey
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Safety

Campus Goal: Wildcat Way will maintain a consistently safe and secure working and learning environment to support student achievement.

Campus Objective: Wildcat Way students, staff, and parents will have a clear understanding of safety information and procedures through ongoing communication and participation in revision of Campus Emergency Operations Plan and development of a campus discipline plan.

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 Update Campus Emergency Operations Plan and create a condensed, user friendly version for each classroom.	<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	Director CIT	SBISD Police Dept.	CIT Minutes/per meeting	Revised EOP Plan Condensed Classroom Emergency Plan

2	Inform parents of safety information and procedures to ensure understanding and compliance in the event of a crisis situation	<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	Director Nurse CIT Teachers Teacher Assistants	SBISD Police Dept. CIS Project Manager	Parent Letter Newsletters/Handouts/Flyers Agendas/Sign-ins- Open House, Parent Orientation	Parent & Staff Survey
	-Parent Letter -Parent Orientation -Open House -Weekly communication folder					

3	Establish a committee to review the SBISD Code of Conduct and create an aligned school wide discipline plan and procedures	<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	Director Inclusion Specialist Discipline Committee Campus Personnel	CIS Project Manager Contracted Psychologist Project Class Consultant	Committee Meeting Minutes Draft of Discipline Plan	Finalized plan Staff and/or Parent Survey

4

Provide staff development for teachers and assistants related to effective behavior management strategies

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

Director
Inclusion Specialist
Teachers
Teacher Assistants

Kim Nemece, Licensed Psychologist
CIS Project Manager
CYS

Sign-ins, Handouts/Per training

Track number of annual office referrals and compare with 2007-2008.
Staff Survey

Operations

Campus Goal: Wildcat Way will utilize the Campus Needs Assessment to focus fund expenditures, roles of staff, staff development, and volunteer training to specifically target student needs.

Campus Objective: Wildcat Way students will be provided a network of support based on individual needs through use of the campus volunteer program, services provided by professional consultants, and highly trained staff.

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>
<p>1 Contract services of licensed psychologist/play therapist to support students with behavior challenges and their families, and to provide staff development for teachers related to behavior management</p>	<p> <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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 </p>	<p>Director Contracted psychologist/play therapist</p>	<p></p>	<p>Calendar & Schedule Monthly Log Sign-ins, agendas, handouts/Per training</p>	<p>Annual Report from Psychologist Informal feedback from parents</p>

2	Build campus capacity by providing assistants with instructionally focused staff development	<input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Campus SIS Teacher Assistants Teachers	Contracted school psychologist \$ 500 Title Funds for supplies and materials (211.11.6391)	Sign ins, agendas, handouts per training PDLC records	Staff survey Summative appraisals
	-Balanced Literacy -Effective small group instruction -Gross motor skills -Behavior management					

3	Provide individual support for students in literacy development utilizing trained volunteers	<input checked="" 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 type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Campus SIS		Sign ins, handouts, etc. from volunteer training Schedule including student names, dates of service	List of Cleared Volunteers & Report of Volunteer Hours will be compared with May 2008 Comparison of assessment results of participating students from Fall 2008 and Spring 2009

Community

Campus Goal: Increase parent and community involvement by providing ongoing communication and multiple opportunities to support school events/programs and overall student learning.

Campus Objective: Increase the number of registered volunteers and campus volunteer hours as measured by comparison of data from spring 2008 and spring 2009.

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 Create parent committees to plan and hold special events to support learning and build community: -Book Fair -Silent Auction -Teacher Appreciation	<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	Director Campus SIS Parent Committees Per Event	WW Staff CIS Project Manager Community Partners WW Parents Activity Fund Budget	Committee Meeting Minutes/ Per Meeting Written Action Plan	Committee follow up report including results, suggestions for next year, etc. Parent/Staff Survey

2	<p>Create and implement parent/community volunteer program focused on literacy support for individual students including:</p> <ul style="list-style-type: none"> -Materials preparation -Volunteer training -Student selection -Development of schedule 	<input checked="" 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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Director Campus SIS Volunteers (parent and community members)</p>	<p>Parent Center & Support Staff CIS Project Manager \$ 600 Title Funds for supplies and materials (211.11.6391)</p>	<p>Sign-ins, agendas, handouts/ Per Training V-Soft Visitor Registration System Records Requisitions for materials purchased (Per order) Schedule/ Per Semester</p>	<p>End of Year PK Literacy Assessment Results for Students Served Annual Volunteer Contact Hours Report (Compare May 2008 & May 2009) Roster of Registered Volunteers (Compare May 2008 & May 2009)</p>
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3	<p>Utilize part time CIS Project Manager to assess parent training needs, plan and hold trainings, and develop partnerships with community and area businesses and organizations</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" 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>Director CIS Project Manager CIT</p>	<p>\$ 300 Title Funds for supplies and materials for parent training (211.61.6499)</p>	<p>CIS Report/ Monthly Parent Survey/ September 2008 Sign-ins, agendas, handouts/Per Training</p>	<p>CIS Annual Report</p>
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<p>Provide parents with ongoing communication about school policies, procedures, programs, news and students progress through:</p> <ul style="list-style-type: none">-Parent Orientation-Parent Commitment-Revision/development of Parent Compact-Open House-Parent Conferences-Newsletters-Marquee-Website-Weekly folder	<ul style="list-style-type: none"><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>Director</p> <p>Campus SIS</p> <p>Teachers</p> <p>CIT</p>	<p>SBISD Title One Support Staff</p> <p>Parent Center</p>	<p>Flyers, Newsletters/Per Distribution</p> <p>Parent Commitments</p> <p>Sign-ins, agendas, handouts/ Open House, Orientation</p> <p>Parent Conference Summaries</p>	<p>Parent/Staff Survey</p>
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People

Campus Goal: Recruit and retain staff by providing instructionally focused staff development, holding celebrations of student achievement and incorporating activities to build campus community into school culture.

Campus Objective: Build capacity of all staff by collaboratively developing a campus mission and vision, providing focused campus staff development, and providing opportunities for staff to attend professional conferences within and outside SBISD.

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 Provide two days per semester for teachers to participate in professional development (observation of campus and district peers, assessment, working with SIS, or attending professional conferences)	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Director Campus SIS Teachers	\$ 5060 Title Funds for substitutes (211.11.6112) \$ 95 Title Funds for Sub Medicare (211.11.6141) \$ 42 Title Funds for Sub Workman's Comp (211.11.6143) \$ 494 Title Funds for Sub Retirement (211.11.6146) \$ 1500 Title Funds for Professional Conferences (211.11.6411) Region IV ESC SBISD Content Area Directors SBISD Early Childhood Director Principals/Directors/SIS From Other Campuses	Calendar Conference registrations Observation notes, action plans Conferences With Director Presentation of New Learnings at Staff Meetings	Summative Appraisals PDLC Report Per Teacher

2	Work collaboratively to develop a campus mission and vision to establish a clear direction and goals for the campus.	<input checked="" 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	Director Campus Staff	SBISD Early Childhood Director SBISD Central Administration	Hand Outs, Agendas, Sign-ins, PDLC Records	Finalized Mission Statement and Vision
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3	Incorporate community building activities and celebrations of success into weekly staff meetings and professional development	<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	Director Campus SIS	Calendar Staff Meeting Agendas	Staff Survey
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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 -Lesson Plans Monthly Weekly	-PEIMS 425 Incident Report -Yearly analysis of Prof. Dev. Evaluations -Yearly analysis of Staff Survey
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3 Required Federal	(SPECIAL EDUCATION) - Monitor LRE ratio. - Develop campus capacity to support inclusive programming for students with disabilities. - Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
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4	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)
Required						
Federal						

5	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
Required						
Federal						

6	Required	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ in-services/ workshops and/or conferences together with structured follow up.	<input type="checkbox"/> CNA	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			<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				

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	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			<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				

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 <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.
State						

10 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 Assist. Prin. Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialists	Vol./Partnership Office Vol. Partners/Partnerships SASI Vol. Partnership Database	*Sign- Ins, & hours per campus visit *Ongoing increase in # of Volunteers per nine weeks *Mentor/Mentee & Tutor/Tutee success through review of volunteer intervention with students: *Attendance *Discipline *Academic Progress per semester per student served	·End-of year increase in # of volunteers/partnerships from '05-'06 ·End-of-year increase in # of hours of volunteers ·Satisfaction survey of teachers and volunteer/partnership representatives and evaluation of volunteer/partnership programs (tied, where applicable to campus / district survey)
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11 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	<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 in-service 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
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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						

13	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal & Asst. Prin. School Improvement Spec. Intervention Specialists Mentors Team Leaders	Title II A Mentoring-HR Dept. No Child Left Behind	Team Meeting Minutes per meeting Campus Mentor's Log weekly Campus meetings minutes- monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
Required						
Federal						

14 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.	<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 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 & Asst. Prin.	PK School Director PK. and Kinder teachers	Identify K 07/08 students Spr 07 Identify feeder PK & HS sts Spr 07 Round-Up Flyer by April 07	Evaluation of transition strategies/ progress PK -1 Round-Up Sign In Round-Up Parent Evaluation Spring Update Website
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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
Required							
Local							

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 Lesson Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Lesson	Lesson Plans Report Cards Curriculum outlines Benchmarks	weekly 6 or 9 weeks quarterly 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
Required							
State							

18 Required	(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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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	Principals School Improvement Specialists	(1) 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
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20 Required	Identify at risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, TAKS support, bilingual material After-school tutorials Summer School Computer assisted instruction includes: Compass, Plato, Larsens Math, Fast Math	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists Intervention Specialists	SCE \$ 1,580 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
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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	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
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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
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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	Campus principal Campus school improvement specialists Campus intervention support staff	accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention data, report cards.
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<p>24 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 Parental Involvement Comm. CIT Title I Contact</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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<p>25 Required Federal</p>	<p>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.</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 AP Title I Contact</p>	<p>Ext. Funding/Compliance Department</p>	<p>Flyers, Agendas, Sign-Ins per meeting Minutes, Parent Comments per meeting</p>	<p># of parents attending Parent evaluation or survey</p>
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