

**Student Performance**

**Campus Goal:** Our goal is to become an Exemplary Campus in each of the following areas: Campus rating (TEA), Core Academic program (TAKS passing scores/course grades), Pre-AP/GT program (% participation/TAKS commended scores/course grades), ESL program (TAKS scores/RPTE scores), Special Education (TAKS Scores), Fine Arts programs (UIL competition results/course grades), athletic programs (student participation/won-loss records).

**Campus Objective:** To increase our passing and commended rates as follows:

**READING** 6th 95%/50% 7th 90%/30% 8th 93%/50%    **MATH** 6th 92%/45% 7th 92%/30% 8th 92%/30%    **WRITING** 95%/30%    **SOCIAL STUDIES** 93%/40%    **SCIENCE** 90%/25%

**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 Continue collaborative teamwork for instructional planning to include among other aspects: * Data analysis by grade and subject * Team meetings for data analysis and reflective questions * Teacher led development of intervention plan * Development of an instructional plan based on data analysis * Individual student data analysis and establishment of student conferences	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Team Leaders Instructional Leadership Team	Technology Support Data Analysis Software and Curriculum Management Software Title 1: * Substitutes \$2,000 * Supplies & materials \$7,000 * Technology \$4,000	Evaluation according to Benchmark calendar Weekly Curriculum Meetings Dialogue with Executive Administrators during data conferences/ Buddy Visits Buddy visit/ per district calendar Weekly evidence of differentiated instruction in lesson plans	* Evaluations following benchmark calendars * End of Year Student Assessment Analysis * End of year Report Card
2 Implement the following interventions to support struggling students: * Student goal setting * Math and Reading labs * PAW Tutorials * After-School TAKS Tutorials and Saturday TAKS Tutorials * Student conferences	<input checked="" 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 Assist. Principals Instructional Specialists DCs Team Leaders	Title 1: * Teacher stipends \$17,400 * Support personnel \$2,000 * Student transportation \$2,500 Operating expenses \$5,000 Supplies & Materials \$7,181 Technology \$5,000	* All intervention activities calendared and planned * Students identified and goals set * Tutorial teachers identified * Student conferences completed	* All activities completed successfully * Year end analysis how well plan was coordinated and implemented * Year end analysis of student performance by struggling students

3	<p>Support student academic and behavioral success through:</p> <p>(1) directly teaching organizational skills, study skills, and daily use of the student planner.</p> <p>(2) celebrating student success (honor roll celebrations, reading celebrations, etc.)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal  Assist. Principals  Instructional Specialists  DCs  ELA Team Leaders</p>	<p>Title 1:  * Student planner  * Miscellaneous operating expenses \$4,000</p>	<p>* Observations of student organizational skills during classroom walkthroughs  * Evidence of student planners being used properly  * Celebrations calendared and planned</p>	<p>* % of students using planners on daily basis  * Number of successfully completed celebrations  * Student participation in celebrations</p>
4	<p>Improve student accountability by intervening as soon as students begin to struggle academically:</p> <p>* create an intervention program wherein students who begin to fail are assigned by teacher, parent, and principal to stay after school to get tutoring and complete unfinished work.</p> <p>* implement a "working lunch" for students who do not complete classwork or homework.</p> <p>* ensure a Math and/or Science teacher is assigned to the after school intervention.</p>	<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 type="checkbox"/> CSP	<p>Principal  Asst. Principals  Intervention/Tutorial Teachers</p>	<p>Title 1:  * Stipends \$3,600</p>	<p>* Math and Science intervention teachers assigned to tutorials  * Failing students assigned to intervention  * Amount of homework completed in the program  * Monthly feedback on how program is working</p>	<p>* Drop in number of students failing classes  * Feedback from students, parents, and faculty on how well plan is working</p>
5	<p>Train faculty and staff at all levels in the DDI framework and strategies. Use DDI strategies to design and deliver more effective lessons. Observe evidence of use of strategies in the classroom.</p>	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Principal  Asst. Principals  DDI Cadre  DDI Instructional Team  Team Leaders</p>	<p>DDI district level staff development:  * training for DDI Cadre and DDI Instructional Team  * training for for new faculty and staff</p>	<p>* Evaluations of DDI campus staff development  * Classroom observations by DDI Instructional Team  * Teacher conferences  * Discussion of progress in department and faculty meetings</p>	<p>* Analysis of classroom observations at end of year  * SIS evaluations  * End of Year Student Assessment Analysis  * End of year Report Card</p>
6	<p>Train Math and Science teachers in use of the ACTIV classroom. Incorporate the regular use of ACTIV board in instructional activities in Math and Science.</p>	<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	<p>Assistant Principals  Instructional Specialists  Math and Science DCs  Math and Science Teachers</p>	<p>* District staff development  * support of instructional specialists  * Title 1, Substitutes - \$1,000</p>	<p>* Teachers completing district ACTIV Board training  * Inclusion of ACTIV board lessons in lesson plans  * Observations of teachers using ACTIV Boards in instruction</p>	<p>* Teachers completing district ACTIV Board training  * Inclusion of ACTIV board lessons in lesson plans  * Observations of teachers using ACTIV Boards in instruction</p>

7	Continue to develop independent reading and access to books to inspire reading for various levels of readers: (1) Pre-AP students, (2) on-level students, (3) reluctant readers, (4) ELL 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 type="checkbox"/> CSP	Principal Assist. Prin. Instructional Specialists Librarian Department Chairs Team Leaders	* Age-appropriate and level-appropriate reading materials * Title 1 Reading materials \$6,000	* Creation and visibility of the various reading programs * Availability of appropriate books * Number of students participating	* Number of students that participated in the programs * Survey of students who participated * Feedback from teachers on success of program
8	Provide a solid backbone for writing at each grade level by setting clear expectations for what is to be learned and the assignments to be completed at each grade level. ELA teachers will assist students with gathering and evaluating their work to be placed in a portfolio which will be passed on at the end of each year.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Principals Instructional Specialists DCs ELA Team Leaders	* ELA Curriculum * Team Meeting time	* Review of student portfolios * # of teachers participating	* Student portfolio samples * Evaluations following benchmark calendars * TAKS Writing results * End of Year Student Assessment Analysis
9	Unit tests in each subject area will include opportunities for students to write using open ended questions and/or short answers.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. Instructional Specialists DCs	none	* Review of unit tests	* Evaluations following benchmark calendars * TAKS Writing results * End of Year Student Assessment Analysis

**Student Performance**

Spring Oaks Middle  
School

**SBISD**  
2008 - 2009

David Sablatura  
Principal

**Title I Campus**

Yes  No

**Campus Goal:** Build college awareness and interest among students.

**Campus Objective:** To increase students' knowledge of post-secondary education with a focus on understanding the importance of attending college. To help students understand that they are capable of attending college.

**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 Promote college and university awareness through the following activities: * 8th grade college field trip (with preparatory assembly) * 7th grade college field trip * 8th grade Guthrie Center visit * displaying college banners in common areas and in classrooms * promote at least 4 college days in which students and teachers wear college shirts * include in assemblies the importance of post-secondary education towards success in life * call grade levels "Class of 20__"	<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 8th grade AP and Counselor 7th grade AP and Counselor Instructional Leadership Team	* Local colleges Title 1: Student Transportation \$2000	* All activities calendared and planned * College banners displayed * Student participation level on field trips	* Successful college field trips and completion of all listed activities * Gear UP survey results
2 To build our Pre-AP programs and support student resiliency in the programs by: * holding parent Pre-AP meetings to discuss the program and its benefits * support students struggling in the program by scaffolding and providing tutorials * holding Pre-AP assemblies to discuss college readiness * developing engaging/real-world activities with high student interest * allow Pre-AP classes to take approved field trips	<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 APs and Counselors SISs Pre-AP Teachers	Title money for field trips: Transportation \$1,000	Meetings planned with parents Meetings planned with teachers Assemblies planned with students Tutorials attended	* Number of students in Pre-AP program * Number of students who dropped out of program * Attendance at parent and teacher meetings * Attendance at tutorials * Pre-AP assemblies held * Field trips taken

**Student Performance**

**Campus Goal:** Help students create a strong foundation in safe and civil behavior.

**Campus Objective:** Increase students' willingness to think and act ethically by directly teaching them civility, politeness, and fair treatment of others.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Directly teach Spring Oaks' values and expectations to students. * Use Safe and Civil Schools lessons to teach civility, behavioral expectations, and use of student planner. * Use PAW time to teach character and ethics	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Counselors Faculty	* Start on Time notebooks * time for counselors to plan and develop curriculum * PAW time	* timeline for teaching student character and behavior lessons * lessons updated * curriculum developed and distributed * observations of PAW classes	* student climate survey
2 Faculty and staff will begin training on the 40 Developmental Assets which focus on meeting students' social and emotional needs.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Principals Instructional Specialists DCs Team Leaders	* Staff development time and resources * Training materials and supplies	* Staff development schedule for fall and spring	* Sign in sheets at staff developments * Teacher evaluations of training

3

Consistently teach anti-bullying behavior to students throughout year. * directly teach anti-bullying lessons at beginning of fall semester * conduct anti-bullying assembly early in fall * incorporate anti-bullying theme into PAW lessons at beginning of each 6 weeks * incorporate anti-bullying theme into monthly student grade level meetings	<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	APs Counselors Nurse	* Anti-bullying curriculum * TOAD Title 4 funds for assemblies * PAW time	* anti-bullying curriculum developed and distributed to teachers * observations of PAW classes * assemblies scheduled	* observations of PAW classes * completed assemblies * students climate surveys
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**Student Performance**

**Campus Goal:** Create opportunities for students to develop their leadership skills outside the classroom.

**Campus Objective:** To develop a Student Council leadership initiative that will offer leadership opportunities for students and get them more involved in school.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Develop a Student Council leadership initiative that will offer leadership opportunities for students: * Create student leadership positions in athletics, fine arts, and other student groups. * Have Student Council manage display case and bulletin boards in cafeteria. * Offer students opportunities to speak and be recognized at student assemblies. * Continue Principal's Advisory Council made up of student leaders from various student groups.	<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 APs/Counselors SISs Student Council sponsors	Teacher Sponsors Student Council Classroom	* Meetings calendared and held * Student participation/attendance at meetings	* Improvement in students ratings of the school on the 2007 campus survey * Student participation in school decisions

**Safety**

**Campus Goal:** Create a positive school climate for students, parents, and staff.

**Campus Objective:** (1) Reduce the number of tardies and student discipline referrals by 20%. (2) Improve faculty and staff's skill level and ability to deal with "challenging" students.

**5 Year Plan Goal** SBISD will have a pervasive culture of safety and respect.

Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
<p>1</p> <ul style="list-style-type: none"> <li>* Reduce tardies and detentions by fine tuning the Start on Time program.</li> <li>* Reduce discipline referrals by deciding what behaviors should be handled in classroom and what behaviors should be sent to office.</li> <li>* Have 100% of the teachers actively supervising students in common areas before school, after school, and during passing periods.</li> <li>* Utilize the CHAMPS program to help new and/or struggling teachers improve classroom management.</li> <li>* Provide opportunities to directly teach students expected behaviors through videos, assemblies, classroom talks, etc.</li> </ul>	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Principals Team Leaders Instructional Leadership Team Foundations Team	<ul style="list-style-type: none"> <li>* START on Time program</li> <li>* CHAMPS books and materials</li> <li>* New Teacher staff development meetings</li> <li>* Campus Leadership meetings</li> <li>* Grade level Meetings</li> <li>* Foundations Team Meetings</li> <li>* SASI review of discipline data</li> </ul>	<ul style="list-style-type: none"> <li>* Successful second year implementation of START on Time program</li> <li>* 20% reduction of Tardies and detentions from same month previous year</li> <li>* Completed CHAMPS staff development with Dr. Sprick</li> <li>* Elements of CHAMPS program successfully taught to new teachers in new teacher staff development</li> <li>* Lessons prepared and students directly taught civility and respect</li> <li>* 20% reduction in ISS/OSS days administered from same grading period in previous year</li> </ul>	<ul style="list-style-type: none"> <li>* 20% reduction of tardies and detentions for entire year from previous year.</li> <li>* Elements of CHAMPS program demonstrated by teachers in classroom observations</li> <li>* Improvement in campus safety and climate according to 2008 student, parent, and teacher campus survey</li> <li>* 20% reduction in ISS/OSS days administered from previous year</li> </ul>
<p>2</p> <ul style="list-style-type: none"> <li>* Build better relationships with challenging students by avoiding power struggles, giving choices to students, and allowing them to own their own problems.</li> <li>* Hold staffings for teachers of very challenging students to discuss ways of better dealing with the student's specific behaviors.</li> <li>* APs and Counselors will meet regularly with challenging students in order to track academic and behavioral progress.</li> <li>* Improve and expand ISS by hiring an instructional aide.</li> </ul>	<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 Assistant Principals Counselors DCs Team Leaders	Staff Development on dealing with challenging students (Love and Logic) TEEG Grant \$4,500		

**Operations**

**Campus Goal:** Utilize general funds, Title I funds, and activity funds to meet campus and district goals.

**Campus Objective:** To create and manage campus funds to help Spring Oaks become an Exemplary campus.

**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 * Carefully identify the budget components that are most likely to improve student performance and behavior. * Review specific General Budget and Title budget components with the staff members in charge of spending the respective funds at the beginning of the school year and agree on the amount that can be spent in each area. * Make all Title and 411 technology purchases in fall semester.	<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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Principal Secretary APs SISs Librarian	Title 1 funds CIT Team meetings Leadership Team meetings District technology buyer's guide	CIT minutes Budget accounts Technology requisitions Library book requisitions	Budgeted items purchased Budgeted activities completed Budgets balanced Exemplary status Library books shelved

Community

**Campus Goal:** Actively involve parents and community members in our students' education.

**Campus Objective:** (1) Continue to develop a successful adult mentor program for at-risk students by increasing the number of active adult mentors to 40. (2) Develop better communication with parents of at-risk students, especially Spanish-speaking parents. Connect at-risk students to available community services.

**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 * Work with community partners Nabors Industries, Wal-Mart, and YMCA to increase the numbers of adult mentors working with at-risk students at SOMS. * Set up recruiting meeting with any existing partners or potential partners interested in mentoring * Provide a welcoming environment for mentors when they come to meet with mentees. * Establish guidelines and procedures for mentors to contact school and set up meetings with mentees. * Solicit feedback from mentors to find out how the school is doing in terms of providing support for the mentoring program.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal 7th grade AP and counselor Receptionist	Community partners SpringBoard Mentor program District community involvement office	Mentor meetings Number of new mentors recruited Informal conversations with mentors/mentees	Number of active mentors Number of mentor/mentee meetings throughout year Results of mentor/mentee survey
2 * Hire a Bilingual Parent Liaison who will help improve communication with Spanish speaking parents. * Hire a Community in Schools Liaison who will work directly with at-risk students and help them get the resources they need.	<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 checked="" type="checkbox"/> CSP	Principal Assistant principals Counselors	PTA Communities in Schools agency	* Positions hired and trained * Informal feedback from parents and staff members * Log of parent contacts * Review of CIS Liaison's caseload	* Parent and teacher survey results on school-parent communication * Reduction in number of students failing courses for year

People

**Campus Goal:** Continue to recruit, hire, and retain the best possible educators.

**Campus Objective:** To create a positive and supportive work environment that will result in an employee turnover rate of 8% or less.

**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 regular support and staff development for first and second year teachers. * Ensure new teachers receive a warm welcome and are assigned a mentor or buddy. * Ensure new teachers sign up for DDI training. * Conduct bi-weekly staff development during fall semester for new teachers. * Focus staff development on classroom management and DDI strategies.	<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 checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Lead Mentor SISs	District New Teacher Induction program Love & Logic program CHAMPS program DDI program Title 1: Substitutes \$1,000	Mentor assignment list New Teacher Staff Development Calendar	Turnover rate New Teacher Staff Development attendance Observations in new teacher classrooms
2 Improve communication and collaboration amongst faculty and staff: * Grade level administrative teams will hold monthly meetings with grade level teachers. * Publish minutes of CIT and DC meetings. * Use collaborative committees to interview teaching candidates during the hiring process.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal APs / Counselors CIT	Master schedule Conference planning periods CIT	Common planning periods in master schedule Monthly grade level meetings calendared Hiring committees established	Turnover rate Results of teacher survey

**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. Title 1 Technology \$4,000	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 funds \$533.00 SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly Lesson Plans Weekly	PEIMS 425 Incident Report Yearly analysis of Prof. Dev. Evaluations Yearly analysis of Staff Survey

3 Required	(SPECIAL EDUCATION) · Monitor LRE ratio. · Develop campus capacity to support inclusive programming for students with disabilities. · Evaluate campus LRE ratio	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Spec. Ed. Campus Support Staff	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Log tracking per log entries required LRE campus ratio	LRE campus ratio annual report
Federal						
4 Required	· Examine the Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Campus Support Staff	ARD process Spec. Ed. Admin. Team Account./Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas- per meeting	Annual analysis of Campus State Developed Assessment (SDAA) reports with respect to the percentage of students achieving their SDAA Instructional and Achievement levels (as per ARD committee recommendation)
Federal						
5 Required	· Train all special education staff, building administrators, and counselors on timeline requirements and staff compliance.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team	Meeting agenda per meeting Compilation of reports and Child Find Info. Logs with summary of timeline issues monthly	Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate," i.e., compare 2003-2004 and 2004-2005 changes
Federal						

6	Required	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ 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 Title I: * substitutes \$2,000 * prof. development \$2,000	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
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7	Required	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team Leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	·Prof. dev. documentation - per training ·Campus surveys- Spring ·District surveys - Spring	·Summative appraisals ·Results of surveys ·Staff Survey
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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
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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 walkthrough observations per each walkthrough	G/T Professional Development Records for each employee Select from suggestions Evidence of Implementation Array/PD Survey Teacher Array/PD Survey Teacher Appraisals/ Teacher walk through observations.
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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)
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11	(Safe & Drug Free Schools) Provide professional development based on level of expertise and need in the following areas: a) Bullying Prevention b) Violence/conflict resolution c) Recent drug use trends d) Resiliency/Developmental Assets e) Prevention Curriculum training f) No Place For Hate	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	Calendar of Inservice Dates 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
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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 per meeting Campus Mentor's Log weekly Campus meetings minutes- monthly Dist. Mentor/Mentee Calendar Fall/Spring	End-of-Year Mentor/Mentee Survey and/or Reflections
		Required	Federal			

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

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

16	(Gifted and Talented) In collaboration with specialist in content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input 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 Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv. Acad. Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	End of year report cards TAKS scores District or campus evaluation surveys
		Required	State			

17	(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	Student nominations per district GT calendar G/T participation rosters per semester Ethnicity reports per semester Screening results per district calendar
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18	(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  Lower class sizes of Math and Science classes by hiring an additional Math and Science teacher.	<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 2 Title I teachers, one Science and one Math \$106,119  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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19	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 \$ 5,494  Title III	Obs. S., DRA/EDL,QRI- Fall & md yr. Released TAKS Fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students Fall	End-of-Year Obs.S.,DRA/ EDL,QRI RR/DLL Report Annual IPT TAKS RPTE End-of-year report cards Spring Benchmarks
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20 Required	Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	SBISD School Age Parent Program Staff Campus Principal Campus nurse CIS SVS Campus guidance counselor Campus social worker	Campus budget allocation (general, Title funds)	benchmark/released TAKS data, service logs, progress reports, report cards, attendance/completion data	Completion/dropout data, graduation rate, attendance data, state student assessment data
State						
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	36 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
Federal						
22 Required	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	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Parental Involvement Comm. CIT Title I Contact	Ext. Funding/Compliance Department  Title I funds to support parental involvement \$3,000	Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments per meeting Final revised Compact Fall Signed Compact Fall	Final Revised Compact Signed Compacts Compact usage data
Federal						
23 Required	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.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal AP Title I Contact	Ext. Funding/Compliance Department	Flyers, Agendas, Sign-Ins per meeting Minutes, Parent Comments per meeting	# of parents attending Parent evaluation or survey
Federal						