

Student Performance

Campus Goal: Spring Branch Elementary will remain a "recognized" campus by providing a relevant and rigorous curriculum.

Campus Objective: 1) All grade levels will rise to or maintain a level of 90% or above in the areas of reading, math and writing. 2) Science scores at SBE will increase to 80% or above. 3) All commended performance levels will increase to 20% or above.

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>
Language Arts 1. Implement small group instruction via guided reading and /or literature circles for all students, kinder through fifth grade. 2. Implement the Bilingual /ESOL 07-08 continuum in all classrooms pre-kindergarten through fifth grade to ensure ELA. 3. Implement the cognitive strategies in all classrooms, pre-kinder through fifth grade, to enhance reading compreh & a love for reading. 4. Carry-out three RIF distributions to ensure that each student builds his/her home library by three books each year. 5. Meet as teams to desegregate benchmark data and identify strengths, gaps, and needs. 6. Provide reading intervention for every student (first through fifth grade) who shows need per district benchmarks & DRA/EDL. 7. Provide Reading Recovery and Descubriendo la lecture to every first grade child who qualifies per guidelines. 8. Purchase supplemental reading materials and manipulatives to support literacy.	<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 Assistant Principal Language Arts SIS Bil. Intervention Specialist Reading Recovery Teacher Descub. Lecture Teacher Team leaders	NCLB Data Binder Guided Reading library Literature Circle Library Comprehend. Toolkits Nat'l Geog. Nonfiction Workshop Strategies that Work Bilingual/ESOL Continuum Title I \$7610 Houston A+ \$7287	Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks)	Observation Surveys (end of yr.) DRA/EDL (end of year) TAKS Report Cards (cum. grades) ESOL Addendum's (each 9 weeks) TELPAS Requisitions

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2	<p>Mathematics</p> <p>1. Utilize multiple levels of questions (checking for understanding, justifying answers, & extending current thinking) in all math classrooms, pre-kinder through fifth.</p> <p>2. Extend problem-solving routines in all classrooms to include multiple represent. for each mathematical word problem as emphasized in Exemplar Training.</p> <p>3. Utilize the SBISD Problem Solving Rubric as both a tool for assessment as well as an instructional tool with all students,.</p> <p>4. Meet as teams to desegregate benchmark data and identify strengths, gaps, and needs.</p> <p>5. Provide math intervention for every student (first through fifth grade) who shows need per district benchmarks and the SBISD Problem-Solving Rubric.</p> <p>6. Implement the Bilingual /ESOL 07-08 continuum in all classrooms pre-kindergarten through fifth grade to ensure English language acquisition.</p> <p>7. Purchase supplemental materials and manipulatives to support math instruction.</p>	<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 Assistant Principal Mathematics SIS Bil. Intervention Specialist Team leaders	NCLB Data Binder Bloom's Taxonomy Flip Charts SBISD Problem-Solving Rubrics Bilingual/ESOL Continuum Exemplar Word Problems Title I \$4000 Houston A+ \$7286	Lesson plans (weekly) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks)	Benchmarks (end of year) TAKS Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks) Requisitions

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<p>3</p> <p>Science</p> <p>1. Implement district science curriculum and utilize C&I Portal daily in all classrooms, pre-kindergarten through fifth grade.</p> <p>2. Send each grade level on at least one science related study trip...correlated with TEKS.</p> <p>3. Implement a co-teach classroom at fifth grade to provide for rich English input for ALL students (English and Spanish speakers).</p> <p>4. Offer three fifth grade science camps prior to the spring TAKS test to close curricular gaps and attend to identified needs.</p> <p>5. Meet as teams to desegregate benchmark data and identify strengths, gaps, and needs.</p> <p>6. Provide English and Spanish science intervention for every student (fifth grade) who shows need per district benchmarks.</p> <p>7. Purchase supplemental science materials and manipulatives to investigations.</p>	<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 Assistant Principal Science Intervention Spec. Bil. Intervention Specialist Team leaders	NCLB Data Binder C&I Curriculum Portal FOSS Kits AIMS Investigations Bilingual/ESOL Continuum Title I \$8100	Lesson plans (weekly) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks)	Benchmarks (end of year) TAKS Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendum's (each 9 weeks) Requisitions

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<p>Additional Staffing</p> <p>1. Hire a half-time specialist with reading recovery certification additional intervention specialists to work with teachers and at-risk students in grades 1 (Campus Title funding).</p> <p>2. Hire a full time intervention specialist with Descubriendo la lectura certification to work with teachers and at-risk students in grades 1 (District Title funding).</p> <p>3. Hire a half-time intervention specialist with bilingual certification and expertise in reading and math additional intervention specialists to work with teachers and at-risk students in grades K-5.(Campus Title funding).</p> <p>4. Hire a full time intervention specialist with expertise in science additional intervention specialists to work with teachers and at-risk students in grades K-5.(Campus Title funding).</p>	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal</p> <p>Asst. Principal</p> <p>Bil. Intervention Specialist</p> <p>Reading Recovery Teacher</p> <p>Descub. la Lectura Teacher</p>	<p>Title I \$128,346</p> <p>FTE's - 3</p>	<p>Spring Branch Elementary Staffing Reports</p> <p>Appraisals</p>	<p>Spring Branch Staffing Reports</p> <p>Appraisals</p>

Student Performance

Campus Goal: Spring Branch Elementary will provide a college focus through out the school year by building an academic foundation for all students and nurturing college aspirations.

Campus Objective: 1) 100 % of all Spring Branch Elementary classrooms will provide small group instruction/intervention to address the academic needs of every student. 2) 100% of the Spring Branch Elementary staff will participate in at least one college bound activity.

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. SNAPP (Students Need a Pat and Push) 1. During the August inservice, staff members interested in serving as SNAPP buddies for students will submit an application for the SNAPP binder. 2. Students identified as underperforming or at risk of failing will be given the opportunity to select a SNAPP buddy from the staff applications in the mentor binder. 3. SNAPP buddies will build a personal relationship with students by engaging in ongoing activities such as monthly lunch, academic checkups, encouraging notes, etc.	<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	Assistant Principal Counselor	Mentoring Applications NCLB Binder	SNAPP Applications (August) List of identified students (each 9 wks) Mentoring Log (ongoing) Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks)	SNAPP Applications (August) List of identified students (annual summary) Mentoring Log (ongoing) Observe. Surveys (end of year) DRA/EDL (fend of year) TAKS Report Cards (end of year)

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Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
<p>Intervention</p> <p>1. Administration will compile data on every child each 9 weeks to monitor academic success (DRA, IPT, report card grades, benchmark scores, etc.) NCLB Binder</p> <p>2. The SBE Instructional Team will meet each nine weeks to design an intervention plan to ensure added support for every child at risk of failing TAKS or his/her grade level.</p> <p>3. Every child at risk of failing TAKS or his/her grade level will be provided additional support by highly qualified teachers and specialists during the day , during our after school program, and/or during our summer school program.</p> <p>4. Grade level teams will meet with content area SIS's to desegregate grade level and teacher data (benchmarks/DRA) so that adjustments and refinement can be made in the delivered curriculum.</p> <p>5. Individual teachers will plan for and implement daily small group instruction in the core curriculum areas so that instruction can be tailored to the needs of the individuals in each class.</p>	<input checked="" 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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant principal Instructional Team Admin. SIS's Intervention Spec. Diagnostician Classroom Teachers Tutorial Teachers	No Child Left Behind Binder (NCLB Binder) Benchmarks Curriculum & Instruction Portal Title I \$6000	Observation Surveys (fall/mid-year) DRA/EDL (fall/mid-year) Benchmarks (fall/mid year) TAKS Release Test Report Cards (each 9 weeks) Progress Reports (each 9 weeks) ESOL Addendums (each 9 weeks) Lesson Plans	Observation Surveys (end of yr.) DRA/EDL (end of year) TAKS Report Cards (cum. grades) ESOL Addendums (each 9 weeks) TELPA Lesson plans Requisitions

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3	<u>Career Day</u> 1. Every fourth and fifth grade student at SBE will participate in an annual Career Day so that they can interact with current professionals and further investigate at least three careers of interest to them.	<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	Assistant Principal Classroom Teachers	Community Volunteers Hospitality for volunteers Houston A+ \$250	Date on master calendar (August) Letter from parents on student aspirations and dreams (September)	Sign -in sheet for volunteers (May) Student survey on careers/colleges (May)
4	<u>University Shirt Day</u> 1. The first Wednesday of every month, the staff at SBE will be encouraged to wear a university T-shirt or sweatshirt to open conversations about colleges and to act as role models for the students.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal	Addition to SBE Parent Handbook in August Flyer explaining to parents	Dates on master calendar (August) Letter from parents on student aspirations and dreams (September)	Student survey on careers/colleges (May)

Student Performance

Campus Goal: Spring Branch Elementary will promote a strong foundation in character development and ethics through out the school year.

Campus Objective: 100% of all Spring Branch Elementary students will participate in weekly character development instruction.

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	<p><u>40 Developmental Assets</u></p> <p>1. Provide an overview of the the 40 Developmental Assets to staff by June of 2008.</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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Counselor</p> <p>SEL Committee</p>	<p>40 Developmental Assets Handout</p>	<p>Overview training date on master calendar</p>	<p>Sign-in sheet for date of training</p>
2	<p><u>Character Education Programs</u></p> <p>Continue providing programs that reinforce character education and strong ethical behavior for students.</p> <p>1. Spotlight Kids -Highlight one student each month who exemplifies strong ethical behavior as defined by the district in the Character without Question brochure.</p> <p>2. Character without Question - Honor one student at the campus and district level who demonstrates strong ethical behavior all year.</p> <p>3. Morning Announcements - Revisit/reteach the characteristics of students who demonstrate "character without question"</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 type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	<p>Counselor</p> <p>Administration</p> <p>Librarian</p>	<p>District brochure for Character without Question</p> <p>Bulletin board in main office and main hallway</p> <p>Spotlight Kids Committee</p>	<p>Teacher nominations (monthly)</p> <p>Meeting of Spotlight Kids Committee (monthly)</p> <p>Bulletin Boards with Spotlight Kids (monthly)</p> <p>Morning Announcement Schedule (weekly)</p>	<p>Character without Question Celebration (End of year)</p> <p>Bulletin Boards with all Spotlight Kids (End of Year)</p>

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3 <u>Discipline with Love and Logic</u> 1. Revisit/refine school-wide belief statements regarding student discipline. 2. Provide in depth training of Discipline with Love and Logic for teachers. 3. Provide in depth training of Discipline with Love and Logic for parents	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Gabby Cruz (Lead teacher)	Nine Essential Skills for Love and Logic-Curriculum Becoming a Love and Logic Parent-Curriculum	Revisit of belief statements during August professional development. Training dates for staff on master calendar by October 1. Training dates for parents on master calendar by October 1.	Revised statement in handbook Updated belief statements Teacher survey Parent survey

Student Performance

Campus Goal: Spring Branch Elementary will provide students in grades two thru five opportunities to participate in after school activities.

Campus Objective: 1) Spring Branch will maintain an enrollment of 90 students in our after school enrichment activities throughout the academic school year. 2) Spring Branch Elementary will maintain an enrollment of 65 students in our after school enrichment program during summer 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>
After School Program 1. Provide after school enrichment services for students 5 days per week in order to develop the academic as well as the social/ emotional aspects of the students while providing childcare for working parents. Activities to include: *Tutoring/homework help *Handbells *Keyboarding *Piano/guitar lessons *Service learning *Mad Science *Scouts *Organized sports *Dance *Service Learning *Dance	<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	After School Program Coordinator Instructional Team Admin SIS's Intervention Spec. Diagnostician	21st Century Learning Grant (\$130,000) ADM data	21st Century Grant Rosters/Attendance Student Leadership Team Benchmarks (each nine weeks) Report Cards (each nine weeks)	Cumulative attendance report Parent surveys (April) TAKS results End of yr. benchmarks Student performances (April)

Safety

Campus Goal: Spring Branch Elementary will continue to nurture a culture of safety and respect.

Campus Objective: 1) 100% of SBE staff will be trained and participate in required yearly EOP (Emergency Operation Plan) drills. 2) Spring Branch Elementary will provide student programs that promote safety for students.

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	<u>Emergency Operations Plan</u> 1. Spring Branch Elementary will continue with all required drills and policies as defined in the campus Emergency Operations Plan (EOP).	<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 Assistant Principal	Emergency Operations Plan	Training date for Emergency Operations Plan (August) Monthly log of drills (monthly)	Log of complete drills (May) Sign-in sheet from EOP training (August)
2	<u>Student and Parent Safety Programs</u> 1. We Help Ourselves (WHO) - Provide safety training for first grade students using the WHO curriculum 2. Provide gang awareness training for fourth and fifth grade students and parents through the Hermanos/Hermanas 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	Counselor Junior League Victor Gonzalez	WHO Curriculum	Set dates for WHO on master calendar by October 1. Weekly meeting of Hermanos/Hermanas Set date for parent training on master calendar by October 1.	Parent survey on safety Student survey on safety Sign-in sheets

Operations

Campus Goal: All Spring Branch Elementary resources will be aligned with our CIP and student achievement

Campus Objective: Spring Branch Elementary will utilize 100% of our finances to support our CIP and student achievement.

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 Continue to tie all expenditures to the five district goals and the CIP.	<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 After School Program Coordinator Campus Improvement Team	General Budget Title 1 Budget Houston A+ Challenge Budget AMI Budget 21st Century Budget	Budget Ledgers (monthly)	Budget Ledger (end of year)

Community

Campus Goal: Spring Branch Elementary will continue to build partnerships among students, staff, parents, and the community in an effort to enhance student achievement.

Campus Objective: Spring Branch Elementary will engage 90% of our parents through at least one of three types of venues: volunteer experiences, social events, academic events.

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>
<u>Volunteer Experiences</u> 1. Spring Branch Elementary will invite every parent to sign up to be a volunteer in at least four ways: Meet the Teacher, first day folders, parent conferences, and personal phone calls. 2. Spring Branch Elementary will firmly adhere to SBISD volunteer policy. 3. Spring Branch Elementary will celebrate their volunteers at a volunteer reception	<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 Assistant Principal Support Specialist Classroom Teachers	Paper volunteer applications Online applications V-Soft	Monthly update of volunteer database Sign-in sheets (on-going)	Volunteer database (end of year) Sign-in sheets (on-going) Phone logs (end of year)

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Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/Summative Evaluation
<p>2</p> <p>Academic Events</p> <p>1. Host grade level specific "curriculum nights" to inform parent of: * academic expectations * monitoring/assessment procedures * available interventions/resources * home/school partnership in each academic area including math, language arts, science, and social studies.</p> <p>2. Conduct a TAKS/SDAA meeting to be held in the fall or early spring for families with students in grades 3-5 to inform parents of the Student Success Initiative (SSI), district/state assessment expectations, monitoring procedures, and interventions.</p> <p>3. Conduct parent teacher conferences for all students in October.</p> <p>4. Conduct grade level make and take sessions to support literacy and math in the early childhood classrooms.</p> <p>5. Provide 10 parent scholarships for the SBISD Parent University.</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	Principal Assistant Principal School Improve. Specialists Classroom Teachers	TEKS Guides District Grading Guidelines Information pamphlets for SSI TAKS Home Study Guides Parent U Title I \$1675	Sign-in sheets Parent Surveys Student report cards (each 9 weeks)	TAKS results TELPAS results Student report cards

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3 <u>Social Events</u> The parents and teachers (PTA) will continue to work together to provide a variety of events which nurture positive relationships between the home, school, and community. Events will include but will not be limited to: *Meet your Teacher *Join your child for lunch *Original Artworks *Carnival *Holiday programs *Classroom Celebrations *Fifth Grade graduation	<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 PTA Board	PTA committees	Calendar of events (monthly)	Sign-in sheets (per event)

People

Campus Goal: Spring Branch Elementary will continue to support all teachers and build individual capacity of staff (through professional development) so that we remain an employer of choice.

Campus Objective: 1) 100% of all Spring Branch teachers will meet the SBISD and SBEC guidelines for professional development. 2) Spring Branch Elementary will focus 100 % of our campus professional development on the needs of our staff and students.

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.

Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
Language Arts Provide professional development that increases knowledge and skills related to reading and writing. Cognitive Strategies Hire Stephanie Harvey to train staff and community volunteers on cognitive strategies and refine the use of Comprehension Toolkits in the area of nonfiction reading and writing. Provide "Reading Comprehension in an Active Literacy Classroom" training to build capacity for lead/model teachers utilizing the Comprehension Toolkits.	<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 Assistant Principal LA School Improve. Specialist Bilingual Intervene. Specialist Houston A+ Grant Coordin. Classroom teachers	Houston A+ \$11,896 Title I \$ 6489 Consultant- S. Harvey LA School Improvement Specialist Bilingual Intervention Specialist Comprehension Toolkits	Training Agendas and sign-ins Lesson Plans (weekly) DRA/EDL scores (begin./mid year) Reading and writing benchmarks Walk-throughs	Lesson Plans (weekly) DRA/EDL scores (end of year) Reading and writing (spring) Summative Appraisals
Literature Circles Continue campus-based training in literature circles to all 3-5 classroom teachers. Provide substitutes for teachers to observe peers implementing engaging literature circles. Purchase supplemental reading materials and manipulatives to support literacy.					
Visiting Author Contract an author to model for students.					

People

Campus Goal: Spring Branch Elementary will continue to support all teachers and build individual capacity of staff (through professional development) so that we remain an employer of choice.

Campus Objective: 1) 100% of all Spring Branch teachers will meet the SBISD and SBEC guidelines for professional development. 2) Spring Branch Elementary will focus 100 % of our campus professional development on the needs of our staff and students.

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.

Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/Summative Evaluation
Math Provide professional development that increases knowledge and skills related to mathematics. Problem Solving Hire Exemplars to present six customized modules to train staff and community volunteers on hands-on measurement activities to solve real-world problems. Math Workshop Provide substitutes for teachers to observe peers implementing engaging math workshops	<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 Math School Improve. Specialist Bilingual Intervene. Specialist Houston A+ Grant Coordin. Classroom teachers	Houston A+: \$10,640 Title I \$2490 Exemplars Consultant Math School Improvement Specialist Bilingual Intervention Specialist Exemplars Modules	Training Agendas and sign-ins Lesson Plans (weekly) Math checkpoint tests Benchmarks Walk-throughs	Lesson Plans (weekly) Benchmark/TAKS scores (end of year) Summative Appraisals

People

Campus Goal: Spring Branch Elementary will continue to support all teachers and build individual capacity of staff (through professional development) so that we remain an employer of choice.

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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>
3 Science Professional Development Provide professional development that increases knowledge and skills related to science instruction as provided by the district and region. Science Intervention Specialist Utilize a full-time Science Intervention Specialist to provide customized training to individual teachers or teams of teachers.	<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 Science Intervention Specialist Classroom Teachers	Title I \$2490 District Science Administrator Science Intervention Specialist GLAD Trainers and materials FOSS Trainers and materials	Lesson Plans (weekly) Minutes of planning meetings with Science Intervention Specialist Checkpoint tests (monthly) Benchmarks (fifth only)	Lesson Plans Benchmarks (Spring) TAKS (fifth only) 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

Table with 6 columns: Strategy/Activities, Title I Comp., Campus- Staff Responsible, Resources, Leading Indicator/Formative Evaluation Timeline, and Trailing Indicator/Summative Evaluation. It contains three rows of data for different requirements (1, 2, 3).

Campus Goal: We will adhere to all Federal and State requirements, mandates, and laws

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	<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>
4 Req Loca	(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 each semester lesson plans each semester Documentation for examining levels of integration and training	* End-of-Year data analysis as compared to previous year's data
5 Req Fed eral	(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 Rev. Spec Community Professionals	Parent and Student Referrals & teacher referrals Monthly Lesson Plans Weekly	-PERMS 425 Incident Report Yearly analysis of Prof. Dev. Evaluations Yearly analysis of Staff Survey
6 Req Fed eral	(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 by diag entries required LRE campus ratio	LRE campus ratio annual report

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	<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>
7 Req Fed eral	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)
8 Req Fed eral	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 for 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

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	<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>
9 Req Federal	(Title II,A&D) Provide professional development that increases knowledge and skills related to * vertical alignment *scientifically-based research programs *instructional strategies to meet the needs of diverse student populations *integration of technology into curricula and instruction for improving teaching, learning, and technology literacy *TAKS testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and /or math. *This includes opportunities for teachers to be coached, attend sustained trainings/ in-services/ workshops and/or conferences together with structured follow up.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists	Title II A Title II D Content Area Directors	Obs. S., DRA/EDL,QRI- fall & md yr ·Benchmarks, Report Card 9 weeks ·Progress Reports 3 wks before each report card ·Released TAKS fall ·Agendas, Sign-Ins& Eval. per training	Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year ObsS,DRA/EDL, /QRI,Report card ·TAKS
10 Req Federal	(Title II,A&D) The CIT, teachers and administrators will complete prof. dev. in clearly defined focus areas to meet No Child Left Behind (NCLB), District and campus goals and participate in campus and district prof. dev. survey accountability training.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal 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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	<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>
11 Req Fed eral	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
12 Req Stat	(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.
13 Req Loca	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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	<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>
17 Req Fed eral	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
18 Req Fed eral	(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
19 Req Fed eral	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

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	<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>
20 Req Fed eral	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..	PreK School Director PreK. 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
21 Req Loca	Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assistant Principal School Improvement Spec. Intervention Specialists	Curriculum Directors DDI trained teachers	Calendar Fall and Spring Edmin Reports Monthly Lesson Plans Weekly Appraisals Fall and Spring Walk-thru documentation per semester	End of Year EDMIN Reports Summative Evaluations
22 Req Stat	Gifted and Talented In collaboration with specialists in the content areas, implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Principal Assist. Prin. School Improvement Specialists Classroom Teachers GT Liaison Counselors	Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liaison	Lesson Plans weekly Report Cards 6 or 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	-End of year report cards -TAKS scores -District or campus evaluation surveys

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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>
23 Req State	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
24 Req State and Federal	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 Interventional 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	SIS's (IA and Math) Intervention Specialists Title III	Obs. S., DRA/EDL,QRI- (fall & md yr) Released TAKS (fall) Benchmarks (9 weeks) Report Card (9 weeks) Progress Reports (9 weeks) Eng. Acquisition Measure (periodic)	·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPT ·End-of-year report cards ·Spring Benchmarks

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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>
25 Req Stae t and Fed eral	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 \$ 4770 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