

Student Performance

Campus Goal: Westchester Academy for International Studies will have an Exemplary Rating from the Texas Education Agency.

Campus Objective: All student subgroups and overall TAKS scores at all grade levels will have a passing rate of 90% or higher on the 2007-2008 TAKS test.

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 | Utilize district AIMS process to monitor student performance each 6 weeks and on district assessments and monitor instruction as needed. | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Campus Leadership Team School Improvement Specialists | Title I - Stipends for tutorials - \$5,000 | District Assessments, Report Cards, Classroom observations | TAKS scores - Exemplary |
| 2 | Teachers receive instruction in utilizing small group instruction to meet individual students needs | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | School Improvement Specialists Selected teachers | Book Study-Differentiated Instruction Materials for small grouped instruction and centers - \$3,000 | Classroom observations Lesson Plans | TAKS scores at Exemplary level |
| 3 | Principals and School Improvement Specialists hold data conferences with teachers each 6 weeks and identify areas of concerns and needs | <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 type="checkbox"/> CSP | Principal School Improvement Specialists | | Meetings held | TAKS scores - Exemplary Rating |

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|---|---|--|--|--|--|---|
| 4 | ESL Specialist, Special Education monitor teachers and Literacy Support Teacher in middle school meet every 3 weeks with grade level teachers | <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 type="checkbox"/> CSP | School Improvement Specialists ESL Specialist, Special Education monitor teachers, and Literacy Support Teacher | | Meetings take place | TAKS scores at Exemplary level |
| 5 | Continue 3rd year of implementation of International Baccalaureate Diploma Program thereby increasing number of students in IB Program | <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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | IB coordinator and counselors | Title V funds - \$56,890 Title IIA funds- \$12,000 | Number of student in IB Program | Students graduating with and IB Diploma |
| 6 | All faculty will have ESL and GT certification by Spring 2010 | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal | Director of bilingual/ESL Director of Advanced Academic Studies | Number of faculty trained each year | 50 % of faculty trained and receive certification |

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|---|--|---|---|--|---|---|
| 7 | Continue Designing and Delivery of Instruction (DDI) training | <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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal DDI Cadre team | DDI district Cadre | Training held Teacher Lesson plans reflect DDI components Classroom observations reflect implementation of DDI components | TAKS scores at the Exemplary level |
| 8 | Send all teachers to either Pre-AP or AP training depending on the subject they teach | <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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | AP Coordinator Teachers | Title I funds - \$5,000 | Teachers attend training | AP Scores improve by 20% |
| 9 | Faculty will receive training on how to utilize the full block of 90 minutes for instruction | <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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | School Improvement Specialists Department Chairs Principals | Title I funds-\$5000 for subs to provide release time for teachers | Classroom observations Lesson plans | TAKS scores at Exemplary level |

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|----|--|--|---|---|--|---|
| 10 | Analyze AP scores to determine areas needing improvement with scores of 2 or less | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | AP teachers School Improvement Specialists Principals | AP funds from State Director of Advanced Studies | AP teacher meetings to discuss data | AP scores of a 3 or above will improve by 20% |
| 11 | Provide Inservice to teachers on Teaching children of poverty - Ruby Payne's work | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal | District Improvement Specialist | Staff Development planned | TAKS Scores - Exemplary |
| 12 | The entire Westchester campus will be involved in a week long International Investigations project the first week in January 2008. | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Campus International Committee | Title I finds - \$5,000 | Individual teacher projects designed schedule for the week is planned Students choose projects Student and staff survey to look at success of the project | Survey results |

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|----|---|---|--|--|---|--|
| 13 | Expand literacy libraries in all classrooms to include all four core academic areas 6-12 | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal School improvement specialists | Title I funds:\$10,593 | Materials ordered and inventoried, and placed in classrooms | Teachers lesson plans indicate use of materials TAKS scores in all four core academic areas improve by at least 10% |
| 14 | Teachers (Departments) have planning days with their School Improvement Specialist to look over new literacy materials and plan for instruction | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | school Improvement Specialist principal teachers | Title I funds for professional development and substitutes - \$7,000 | Teacher planning session held | Teacher lesson plans TAKS scores improved by at least 10% |

Student Performance

Campus Goal: All Westchester Academy students in grades 6-12 will develop a plan for year 13 of their formal education.

Campus Objective: All graduating seniors will have a post-high school plan to attend college or trade school.

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 | Post Secondary Counselor continues key duties as identified in job description | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Post Secondary counselor | Job Description provided by Human Resources | Strategic Plan Parent, Student and faculty meetings | All graduating seniors have a plan for post-secondary education |
| 2 | Survey Westchester Academy graduates, parents and faculty to determine perceptions of preparedness for college | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | District Accountability and Research Department Post Secondary counselor | Department of Research | on-going conferences with students, parents and teachers | Survey data indicates that 90% of faculty, parents and students feel as if Westchester Academy is preparing students for college level work |
| 3 | Each grade level (6-12) will take a field trip to a college: 6th - University of Houston 7th -University of St. Thomas 8th - Rice University 9th University of Texas 10th Texas State University 11th - Texas A & M University 12th - Sam Houston State University | <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 | Post Secondary Counselor | Title I funds - \$6,000 | Field Trips Scheduled Survey of students' perceptions of college | Students gone on field trips |

Student Performance

Campus Goal: Westchester Academy students will exemplify high character in decision making and building relationships with others.

Campus Objective: District student survey sub scale scores will show 50% agreement in the area of Honesty and an 80% Agreement in the area of Respect.

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

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|---|---|---|----------------------------------|--|---|---|
| 1 | Implement District SEL initiative | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Campus SEL team Principal | SEL District coordinators Campus SEL Team | Campus SEL plan developed and shared with faculty and staff | District Climate survey indicates a 50% agreement of students that students are honest and 80% of students show respect for one another |
| 2 | Campus discipline committee meet each 6 weeks to review discipline data and report back to faculty | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Campus discipline committee | Campus discipline data | Meetings scheduled and held Minutes from Faculty meetings and grade level family meetings indicate discussion of discipline data | District Climate survey will show 50% agreements in the area of honesty and 80% agreement in the area of respect |
| 3 | Middle school Counselor to have guidance lessons or small group sessions with individual student groups on an ongoing basis | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Middle school counselor | District climate survey | Meetings held | District climate survey indicates that 90% of students feel respected and have strong relationships with teachers and fellow students |

Student Performance

Campus Goal: All Westchester Academy students will be involved in at least one school sponsored activity outside of the regular school day.

Campus Objective: Rosters of enrollment in school sponsored activities will show that all students are involved in at least one extra activity.

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

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|---|---|--|---|------------------------------------|---|---|
| 1 | Faculty will increase the number and type of field lessons that students and teachers participate in | <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 | Teachers, School Improvement Specialists Department Chairs | School budget - \$3,000 | Lesson Plans including field lessons | Students journal entries of learning of field lessons |
| 2 | All students will be involved in at last one after school activity during the school year: and we will increase the number of after school activities for students in middle school and high school | <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 type="checkbox"/> CSP | Teachers Counselors Principal | Teachers Students Volunteers | Activity Fair held to let students know of after school activities Students sign in sheets | Student sign in sheets |

Safety

Campus Goal: Students, parents and staff will view Westchester Academy as a safe and respectful school.

Campus Objective: District survey results will indicate that at least 90% of parents, students, and staff view Westchester Academy as a safe and respectful school.

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

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|---|--|--|---|------------------------|--|--|
| 1 | Campus discipline committee meet each 6 weeks to review discipline data and report back to faculty | <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 | Campus Discipline committee Principals Teachers | Campus Discipline Plan | Minutes from meetings Campus discipline Data | District Climate survey will show 50% agreements in the area of honesty and 80% agreement in the area of respect |
| 2 | Host the district No Place for Hate Youth summit | <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 type="checkbox"/> CSP | Counselors | | Planning for conference | Summit Held |
| 3 | | <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 | | | | |

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|---|--|--|------------------|---|---|
| 3 Students who participate in the No Place for Hate summit to have meetings, assemblies with all middle school students | <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 type="checkbox"/> CSP | Counselors Students representatives | counselors | Students chosen for Summit Meetings/assemblies planned | meetings/assemblies held |

Operations

Campus Goal: Westchester Academy will be fiscally responsible and efficient in its expenditures.

Campus Objective: All school expenditures will have a direct correlation to one of our district and/or school goals.

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.

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|---|---|----------------------------------|--------------------------------|--|---|
| 1 Principal will present budget information to the CIT monthly to show how expenditures are correlated to the Campus Improvement Plan | <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 | Campus budget Title budgets | Meetings held each month CIT minutes | CIT minutes |

Community

Campus Goal: We will see an increase in student and parent participation in school activities.

Campus Objective: Rosters of all school related activities will show that at least 90% of parents have participated in at least one school related activity or volunteered at school in some capacity.

5 Year Plan Goal Students, parents, and the community will be active partners with educators in students' education.

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|---|---|---|-----------------------------|--|--|
| 1 Utilize district school buses to provide transportation for school events | <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 Administrative Assistant | Title I money \$5,000 | Increased attendance at school events | 90% increase of parents at school events |
| 2 Teachers, counselors and administrators call or write at least 3 parents a week with good news about students | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Faculty and staff | SASI student information | phone logs | District Climate survey indicates at least 90% of parents feel involved and informed of school events and student progress |
| 3 Work with district partnership office to establish a campus mentor program and/or corporate sponsor | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principals District partnership office | District partnership office | meetings held with district partnership office | Partnership and/or mentor program established by may 2008 |

People

Campus Goal: District survey will indicate that Westchester faculty and staff view Westchester as having a positive school climate.

Campus Objective: The school climate sub scale on the District survey will show that 95% of the faculty and staff agree that Westchester Academy has a positive school climate.

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.

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|---|--|---|--|--|---|---|
| 1 | Faculty and staff will provide input on district and campus staff development activities and other areas of school governance | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal School improvement Specialists District Curriculum Directors | Principal School improvement Specialists District Curriculum Directors | Faculty input on surveys and in Campus Improvement Process | Campus Improvement Plan will reflect faculty and staff priorities for staff development and campus goals and activities focused on school improvement |
| 2 | Westchester Academy will continue to be available to local universities for teacher observations and student teacher opportunities | <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 School improvement Specialists | Local universities | Student teachers and other education majors from local universities assigned to campus | A 20% increase in the number of education majors from local universities visiting our campus during the school year |
| 3 | Participate in TEA Mentoring grant | <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 | School improvement specialist | TEA District Teacher mentoring coordinator | Teachers identified and assigned Mentoring meetings held Mentoring activities completed | Novice teacher evaluations |

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|---|--|----------------------------------|------------------|--|--|
| 4 Create various opportunities for Teachers to participate in various leadership roles on campus: - Department chairs rotate every 3 years - Teachers serve on international, discipline, attendance committees - Teachers make presentation to faculty at faculty meetings after attending staff development | <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 | Teachers | Committees formed meetings held | Teacher retention rates indicate teachers are happy at Westchester and do not transfer to other campuses - Teacher turnover is low |

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

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|-------------------------|---|---|---|---|--|--|
| 1 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 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 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 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 | SDFSC Campus Facilitator Principal Counselor | Title IV \$ 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 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 per log entries required LRE campus ratio | - LRE campus ratio annual report |

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> |
|-------------------------|---|--|--|---|---|--|
| 4 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) |
| 5 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 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 |

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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> |
|-------------------------|--|---|--|--|---|--|
| 6 Req Fed eral | (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 sustanied trainings/ in-services/ workshops and/or conferences together with structured follow up. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Assistant Principal Team leaders School Improvement Spec. Intervention Specialists | Title II A Title II D Content Area Directors | Obs. S., DRA/EDL,QRI- fall & md yr. ·Benchmarks, Report Card 9 weeks ·Progress Reports 3 wks before each report card ·Released TAKS fall ·Agendas, Sign-Ins& Eval. per training | Implementation Survey ·Teacher Survey ·Teacher Appraisals ·Student Survey ·End of year ObsS,DRA/EDL, /QRI,Report card ·TAKS |
| 7 Req Fed eral | (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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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> |
|-------------------------|--|---|---|--|--|---|
| 8 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 |
| 9 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. |
| 10 Req Loca | Develop, monitor and evaluate campus volunteer/ partnership programs that include: ·recruitment ·training/support ·recognition of volunteers/partnerships | <input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input 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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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> |
|--------------------------|---|--|--|--|---|---|
| 11 Req Fed eral | (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 Anit-Defamation League | ·Calendar of In-Service Dates F all & Spr ·Agendas, Sign-Ins per training ·Training Evaluations per training ·Lesson Plans weekly | ·Attendance Rosters ·Prof. Dev. Evaluations ·PEIMS 425 Incident Report ·Staff Survey |
| 12 Req Fed eral | 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 |
| 13 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 |

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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> |
|----------------------|--|--|---|--|--|--|
| 14 Req Federal | Recruit and retain highly qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the Website and by participating in job fairs. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Assist. Prin Instructional Leadership Team Team Leaders Technology Team Classroom Teachers | School Improvement Spec. Human Resources No Child Left Behind | Job Fairs- Update Website- Spring Fall/Spring | Applications submitted Personnel Roster |
| 15 Req Local | Teachers/Administrators/Staff will develop understanding of the (a) <i>Professional Development Framework</i> and continue participation in professional development in the areas of <i>Teaching and Learning</i> and <i>Leadership for Results</i> ; (b) including The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Assistant Principal School Improvement Spec. Intervention Specialists | Curriculum Directors DDI trained teachers | Calendar Edmin Reports Lesson Plans Appraisals Walk-thru documentation per semester Fall and Spring Monthly Weekly Fall and Spring | End of Year EDMIN Reports Summative Evaluations |
| 16 Req Stat | (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 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 type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Assist. Princ School Improvement Specialists Classroom Teachers GT Liason Counselors | Dir. of Adv.Acad, Studies Teachers School Improvement Spec. GT Liason | Lesson Plans Report Cards Curriculum outlines Benchmarks weekly 6 or 9 weeks quarterly 9 weeks | End of year report cards TAKS scores District or campus evaluation surveys |

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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> |
|--|--|--|--|---|---|---|
| 17 Req Stae | (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. Princ 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 |
| 18 Req Stat e and Fed eral | (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 Interventionsl specialist | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principals School Improvement Specialists | 2 SCE FTE's Title III | Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic | ·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks |
| 19 Req Stat e 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 \$ 1,580 Title III | Obs. S., DRA/EDL,QRI- fall & md yr Released TAKS fall Benchmarks 9 weeks Report Card 9 weeks Progress Reports 3 wks before each report card Eng. Acquisition Measure periodic Identify At-Risk students fall | ·End-of-Year Obs.S.,DRA/EDL,QRI ·RR/DLL Report ·Annual IPT ·TAKS ·RPTE ·End-of-year report cards ·Spring Benchmarks |

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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> |
|--------------------------|--|--|--|---|---|--|
| 20 Req Stat | 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, child-care, 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 |
| 21 Req | 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 | 2 SCE FTE's (list staffing and funding) | benchmark/released TAKS data, service logs, progress reports, report cards | State assessment data (TAKS, TELPAS), promotion/retention data |
| 22 Req Fed eral | 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 | Flyers, Agendas, Sign- ins per meeting Minutes, Parent Comments per meeting Final revised Compat Fall Signed Compact Fall | Final Revised Compact Signed Compacts Compact usage data |

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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> |
|--------------------------|--|--|------------------------------------|------------------------------------|---|---|
| 23 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 |