

Student Performance

Campus Goal: All students will meet or exceed the expectations described in the TEA pre-kindergarten guidelines.

Campus Objective: Increase levels of proficiency on SBISD pre-kindergarten assessments in literacy and mathematics so that the number of students scoring in the level four range increases each academic year.

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 | Develop expertise and leadership of campus literacy team by: -engaging in regular team meetings to plan and monitor progress of literacy program -establishing partnership with other campus teams -continue team training to develop skills | <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 | SIS Campus Literacy Team | District Language Arts Director Consultant (John O'Flahavan) \$ 750 Title Funds for Teacher Substitutes (Literacy team) (211.11.6112) | Calendar/Monthly Minutes/Per Meeting PDLC Reports/Per Semester | PDLC Report (annual) Literacy Assessment Results (end of year) |
| 2 | Provide 3-5 hours of weekly campus based staff development focused on improving the quality and consistency of small group instruction and increasing proficiency in use of research based strategies -Project Approach -Balanced Literacy -Math Their Way -Science Units | <input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Campus Literacy Team DDI Cadre | Language Arts Director/Support Staff Math Director Dept. of Curriculum and Instruction | SIS & Campus Calendars,Monthly Agendas, Sign-ins / per session PDLC Report / per semester | PDLC Report (annual) PK Literacy and Math Assessment Results (end of year) |
| 3 | Organize a system that enables teachers to observe literacy and/or math instruction in other pre-kindergarten classrooms and engage in professional conversations following each observation | <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 | Director SIS Campus Literacy Team | \$500 Title Funds for Teacher Substitutes (211.11.6112) | Calendar/Monthly Observation Notes/Per Visit | Observation records Survey |

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|---|--|--|--|--|--|---|
| 4 | Provide staff development in balanced literacy for new teachers and teacher assistants, including follow up activities to ensure use in small group instruction | <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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | SIS Early Childhood Literacy Specialist PK Teachers | \$750 Title Funds for Teacher Substitutes (211.11.6112) | Small group lesson plans / weekly Sign-ins, agendas/ per training | PDLC Report (annual) |
| 5 | Provide opportunities for parents to increase their knowledge of curriculum and support literacy and mathematical development at home including: -Newsletters -Share Your Love of Reading Night -Parent Conferences -Parent Education | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Teachers CIS | \$ 500 Title Funds for parent Ed supplies and materials (211.61.6391) | Flyers, Agendas, Sign Ins/ per event Parent Conference Summary Sheets/October 2007 Communication samples/ongoing | Parent Survey |
| 6 | Continue collaboration with feeder elementary pre-kindergarten and kindergarten teachers to ensure success of current and future students -provide joint staff development -periodic meetings to analyze data and strategize to target areas of need -provide SIS support | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Teachers | School Improvement Specialists (all involved campuses) Early Childhood Director Literacy Team SBISD Content Area Directors | SIS Calendar / Monthly Agendas, sign-ins / Per session | Survey End of year assessment results |

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|---|---|--|----------------------------------|---|---|--|
| 7 | Continue data analysis process using literacy and math assessment results to inform practice, target areas of need in small group instruction, and plan for campus and individual 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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Teachers | Early Child hood Intervention Specialist | Assessment results/ September 2007, January & May 2008 Small group lesson plans/ Weekly Sign ins & PDLC Records/ Per training | End of year assessment results including report from data report and graph per teacher |
| 8 | Plan and hold celebrations of success involving students, parents, volunteers and staff | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Staff | | Committee Notes/ Per meeting Flyers & Sign Ins | Survey |

Student Performance

Campus Goal: Provide all students with a strong academic foundation to ensure success in their educational experiences through high school and beyond.

Campus Objective: Engage students in age appropriate dialogue about college as part of their future, and expose them to a variety of career professionals to reinforce the need for further education and build awareness of possible vocational choices.

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 | Sponsor annual college day on which staff wears shirts from their respective universities and students are provided information about college and its importance | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Teachers Support Staff | | Calendar, Photographs/January 2008 | Staff Survey |
| 2 | Invite career professionals as guests to speak to children about their vocations, demonstrate their skills, and discuss the role of education in their personal success (architect, vet, chef, doctor, 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 | CIS Project Manager Director | CIS Community Professionals | Calendar/ Monthly CIS Reports/ Monthly Photographs/Per Professional Visit | Parent/Staff Survey CIS Annual Report |
| 3 | Continue collaboration with feeder elementary pre-kindergarten and kindergarten teachers to ensure success of current and future students -provide joint staff development -periodic meetings to analyze data and strategies to target areas of need -provide SIS support | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Teachers | School Improvement Specialists (all involved campuses) Early Childhood Director Literacy Team SBISD Content Area Directors | SIS Calendar / Monthly Agendas, sign-ins / per session | Survey End of year assessment results |

Student Performance

Campus Goal: Panda Path will ensure that all students have a strong foundation in ethics and character development

Campus Objective: Select and implement a character education program that meets established district criteria for social and emotional learning.
Provide Developmental Assets overview for campus staff by June 2008.

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 | Develop and implement Project Class, a district approved program for ethics and character development | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Campus SEL Team Teachers | District SEL Support Staff | Sign ins, registration/August 2007 Lesson Plans/Weekly | Survey |
| 2 | Provide ongoing training and information for all staff related to Developmental Assets and social skills program (Project Class) | <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 | Director Campus Inclusion Specialist CIS | District SEL Support Staff | Agenda & Handouts /August 2007, January 2008 Faculty Meeting Agendas & Sign-Ins/Monthly | Survey Program Evaluation Data |
| 3 | Plan and hold events that involve students in service to the community and/or support of approved charitable organizations -Trike-A-Thon (St. Jude's Children's Hospital) -Pennies for Patients | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director School Nurse Staff | | Calendar/ Monthly Flyers & Brochures/ Per event | Annual Reports per event |

Student Performance

Campus Goal: Students will increase understanding and retention of curriculum content through continued exposure to learning experiences outside of the pre-kindergarten classroom.

Campus Objective: Provide authentic, meaningful learning experiences to solidify and enrich curriculum on at least a monthly basis.

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

| | <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/ Summative Evaluation</u> |
|---|--|---|---|--|--|---|
| 1 | Contract for special in-house programs that support classroom learning projects and/or provide cultural arts experiences for students -Oasis for Children -Mobile Dairy -Career Awareness Week -Music/Dance Performances | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIS Project Manager Inclusion Specialist | \$ 1000 Title Funds for programs (211.11.6219) | Calendar / Monthly Program information brochures/ per event Program evaluations/ per event | Professional Services Contracts Survey |
| 2 | Provide opportunities for student study trips to various places of interest to enhance their understanding of curriculum/content -Project study field trips per class -School wide field trip(s) -Family Math Adventure | <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 | Teachers Administrative Assistant SIS | \$ 1000 Title Funds for student transportation (211.11.6494) | Calendars / Monthly Lesson Plans / Weekly Field Trip Requests/ Per trip | Field Trip Schedule Evaluations |

Safety

Campus Goal: Panda Path will maintain a safe, nurturing atmosphere conducive to student learning.

Campus Objective: Increase percentage of positive responses on district parent and staff survey questions related to discipline and safety by 10% or more.

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 | Review and revise Campus Emergency Operations Plan, communicate changes, and conduct practice drills to prepare for crisis situations | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Campus Emergency OperationsTeam | SBISD Police Department | CIT Mtg Agendas & Minutes/Per meeting Drill Reports/ Per semester | Revised Campus Emergency Operations Plan |
| 2 | Provide ongoing communication to parents about safety issues, policies, and procedures required to ensure safety at school on a daily basis via: -Monthly Newsletter -Parent Orientation -Parent Meetings -Weekly folder notices | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIS Teachers | \$500 Title Funds for supplies and materials (211.11.6391) | Newsletters/Monthly Sign Ins & Commitment Forms/August 2007 Agendas & Minutes/ Per meeting Notices & Flyers/ Weekly | Survey |
| 3 | Revise campus discipline procedures to ensure alignment with district requirements, clarify and communicate clearly | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIT Staff | SBISD Code of Conduct Student Handbook SBISD Board Policy | Sign-ins, Agendas & Handouts/ Per meeting | Revised campus policy |

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|---|--|--|---|---|---|--|
| 4 | Continue CIS and nurse collaboration to plan and present classroom lessons related to safety, health, and social skills | <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 | CIS Project Manager School Nurse | Chapelwood UMC (materials per child related to hygiene lessons) \$300 Title Funds for supplies and materials (211.11.6391) | CIS Reports/ Monthly Sample lesson plans/ Per semester Pictures, video recordings of select lessons/ Per semester | End of Year CIS Report Survey |
| 5 | Provide support for teachers and parents so that the needs of students with behavior challenges are met by means of: -Consultation/intervention planning with CIS -Staff development on behavior management -STAT Process | <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 | CIS Project Manager Inclusion Specialist STAT Facilitator | District Behavior Specialists Title Funds for Professional Conferences \$ 750 (211.11.6411) | CIS Reports/ Monthly PDLC Registration & Sign Ins/ Per training STAT Summaries/ Per meeting | PDLC Annual Report CIS Report (Annual) STAT List |

Operations

Campus Goal: Align personnel, funding, and stakeholder support to establish and maintain an efficient means to reach goals related to student achievement.

Campus Objective: Revisit roles of staff members, scheduling procedures, and use of volunteer support so that individual instructional time for students increases by a minimum of 10% daily

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 CIS program to support students and families, build partner relationships, and offer enriching learning opportunities | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIS Project Manager CIT | | CIS Reports | Survey CIS Annual Report |
| 2 | Continue providing of 3 to 5 hours of campus based staff development utilizing strengths of campus professionals | <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 | Director SIS Campus Literacy Team | | Calendar/ Monthly Sign ins & PDLC Reports/ Per training Agendas & Handouts/ Per training | PDLC reports (annual) |
| 3 | Revisit scheduling practices to utilize all available time and personnel for instruction including: -assistant schedules -daily class schedule -duty schedules -center time/small group instruction -efficient use of work hours for planning and staff development -volunteer duties and schedules | <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 | Director SIS Teachers Assistants | | Revised schedules/ September 2007 Small group lesson plans/ Weekly Calendar/ Monthly | Final schedules End of year assessment results in math and literacy Roster of registered volunteers |

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|---|--|--|---|------------------------|---|--|
| 4 | Recruit, train and create a daily schedule for volunteers using a menu of tasks that allow students to receive the maximum amount of daily instructional time from staff or volunteers themselves (examples of tasks include laminating, copying, preparing materials, or individual work with students) | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Nurse SIS CIS | Chapelwood UMC CIS | Sign Ins, Agenda from volunteer training/ September 2007 Menu of tasks/ September 2007 Volunteer Schedule/ Per semester | Roster of registered volunteers Volunteer hours log |
| 5 | Develop campus budgets and hold monthly meetings to monitor expenditures, ensure compliance with timelines, and submit budget amendments as necessary | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Administrative Assistant CIT | District Finance Dept. | Budget Reports/ Monthly CIT Meeting Agendas & Minutes/ Per meeting | Final budget report |

Community

Campus Goal: Effectively involve parents and community members through the providing of ongoing communication, meaningful tasks that support student learning, and opportunities to contribute opinions regarding school procedures and operations.

Campus Objective: Increase number of registered volunteers and total annual clock hours by 10% or more.

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

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|---|--|--|---|--|---|--|
| 1 | Conduct an orientation to provide parents with information regarding district and campus policies and procedures including: -tardies -attendance -pick up/drop off -volunteer registration -signed commitment form | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Teachers | Student Handbook | Orientation sign-ins/ August 2007 Signed parent commitment per student/ October 2007 | Surveys |
| 2 | Provide focused volunteer training so that students receive support aligned with literacy development and instruction | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SSI Administrative Assistant | Chapleted UM \$200 Title Funds for supplies and materials (211.11.6391) | Roster, Schedule / Oct. 2007, May 2008 Training sign-ins / September 2007 | Roster of registered volunteers Roster of students served |
| 3 | Utilize campus events as a means to recruit new volunteers while providing opportunities for participation including: -Trice A Hon -Share Your Love of Reading Night -Spring Festival -Cinch de Mayo Celebration -Splash Day -Mother's Day 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 | Director SSI CIS Nurse | SIBS Partnership Office | Volunteer sign-ins/ Per event Volunteer Hours Log/Monthly | Volunteer hours log Registered Volunteers List |

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|---|--|--|----------------------------------|--|---|---|
| 4 | Continue Communities in Schools program to provide support for students, staff, and families including: -parent education classes -guidance activities for individual students, groups of students, teachers -health and human services -home visits -educational enhancement | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | CIS Director Nurse | \$ 22500 Title Funds for part-time CIS staff (211.31.6219) | Calendar / Monthly Sign ins / Per event CIS log / Ongoing | CIS Reports |
| 5 | Continue collaboration with feeder elementary pre-kindergarten and kindergarten teachers to ensure success of current and future students -provide joint staff development -periodic meetings to analyze data and strategize to target areas of need -provide SSI support | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SSI Teachers | School Improvement Specialists (all involved campuses) Early Childhood Director Literacy Team SIBS Content Area Directors \$200 Title funds for supplies and materials | SSI Calendar / Monthly Agendas, sign-ins / per session | Survey End of year assessment results |
| 6 | Develop a campus survey for parents and staff with input from stakeholder groups to establish baseline data on programs specific to campus | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIT Parents | Dept. of Accountability and Research | Draft of surveys/ January 2008 | Final draft of surveys & results |

People

Campus Goal: Support staff with a comprehensive professional development model.

Campus Objective: Provide ongoing training so that best practices are used campus wide on a daily basis with increased proficiency.

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 | Enable each staff member to assume personal responsibility for his or her own professional growth through formulation of individual goals and action plans including completion of required professional development hours | <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 | Director Teachers Teacher Assistants Support staff | PDLC \$800 Title funds for Professional Conferences (211.11.6411) | Appraisal Goals / October 2007 Individual goals other than appraisal goals / Fall Semester Teacher/Director Conferences / September 2007, January 2008 | Summative conferences PDLC Record |
| 2 | Provide balanced literacy training for teacher assistants, including follow up activities to ensure use of content | <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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS Teachers Literacy Team | District Early Childhood Specialist Volunteers General funds for assistant substitutes | Sign In Sheets, Hand Outs/ January 2008 Small Group Lesson Plans/Weekly | PDLC Record Participant Evaluations Pre K Literacy Assessment Results (end of year) |
| 3 | Provide staff development opportunities (on and off campus) related to scientifically research based campus initiatives including: -Project Approach (refresher) -Math Their Way -Literacy (Balanced Literacy, K Institute, PK/K Foundations, Cognitive Strategies) | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director SIS | District Staff Development Calendar \$ 750 Title Funds for Teacher Substitutes (211.11.6112) | Sign Ins/Agendas/Hand Outs- Per session PDLC Registration Roster Mid year assessment results for math and literacy | PDLC End of Year Report End of year pre-k assessment results in math and literacy |

People

Campus Goal: Support staff with a comprehensive professional development model.

Campus Objective: Provide ongoing training so that best practices are used campus wide on a daily basis with increased proficiency.

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> |
|---|--|----------------------------------|--------------------------------------|--|---|
| 4 Collaborate with stakeholders to develop a survey for parents and staff in order to obtain baseline data and determine effectiveness of campus initiatives. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director CIT Parents | Dept. of Accountability and Research | Draft of surveys | Final survey & Analysis of results |

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

Campus Objective: To remain in compliance with Federal and State Law

5 Year Plan Goal SBISD will meet all Federal and State Requirements

| | <u>Strategy/Activities</u> | <u>Title I Comp.</u> | <u>Campus- Staff Responsible</u> | <u>Resources</u> | <u>Leading Indicator/Formative Evaluation Timeline</u> | <u>Trailing Indicator/ Summative Evaluation</u> |
|-------------------------|---|---|---|---|--|--|
| 1 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 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 |

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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> |
|-------------------------|---|--|--|---|---|--|
| 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 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 |
| 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 Federal | The CIT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal 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 Liason | 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 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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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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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 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 |
| 15 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 08/09 students Spr 08 ·Identify feeder PK & HS sts Spr 08 ·Round-Up Flyer by April 08 | ·Evaluation of transition strategies/ progress PK -1 ·Round-Up Sign In ·Round-Up Parent Evaluation ·Spring Update Website |
| 16 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 |

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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 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 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 Liason Counselors | Dir. of Adv.Acad. Studies Teachers School Improvement Spec. GT Liason | 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 |
| 18 Req Stae | (Gifted and Talented) Conduct annual G/T screening by following the districtwide procedures for nomination, screening, and selection of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principal Assist. Prin. Counselor | G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv.Acad.Studies District Personnel Parents/Teachers/Staff | ·Student nominations- per district GT calendar ·G/T participation rosters- per semester ·Ethnicity reports- per semester ·Screening results per Dist. calendar | ·Student nominations per district GT calendar ·G/T participation rosters per semester ·Ethnicity reports per semester ·Screening results per district calendar |
| 19 Req Stat e and Fed req | (State Comp. Ed.) Utilize specialist(s) to assist with supplemental At-Risk services in the content areas: *Language Arts *Math *Science *Social Studies *Other includes: ESOL support, Reading Interventions specialist | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Principals School Improvement Specialists | (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 |

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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> |
|--------------------------------|--|--|---|---|--|---|
| 20 Req State and Federal | 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 \$1000 Title Funds for materials (211.11.6391) | 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 |
| 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 | ___ 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 | Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. | <input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Director Language Arts Campus Principal Language Arts SIS Reading intervention support staff | Comprehension Toolkit C & I Portal | Running records Miscue analysis Reading inventory | Spring DRA Evaluation Running records |

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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 | Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. | <input type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP | Campus principal Campus school improvement specialists Campus intervention support staff | | accelerated instruction plan, benchmark/released TAKS data, service logs, progress reports, report cards, conference records | Spring district/state assessment data, promotion/retention data, report cards. |
| 24 Req Federal | 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 |
| 25 Req Federal | Increase parent attendance at Title I Annual meeting to share: -standards and goals -parents' rights' curriculum -school report card -Title I participation -Offer a flexible number of meetings. | <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 |