

Student Performance

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

Campus Objective: Instructional planning, roadmapping, teaching strategies, and district assessments will indicate high levels of performance for all PK children.

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 Implement research-based comprehensive literacy strategies during direct and differentiated small group instruction focused on: interdisciplinary workstations/units/projects; read aloud; shared/guided/independent reading and writing; teacher led/assisted/peer oral language; vocabulary building; word recognition/production; and phonological/phonemic awareness.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Director SIS Leadership Team Building Inclusive Schools Initiative (BISI) Cadre Literacy Committee Staff	PK Guidelines/Curriculum Funds for literacy materials/books to differentiate small group instruction, 211 (6391) \$1,700 Funds for materials/supplies to differentiate small group instruction from general fund 199 BISI Cadre Kathy Hogan: PK Construction Zone: Wiring for Writing from Scribble to Script from general fund 199 Matt Glover Literacy Training in collaboration with SBISD PK Centers, 211 (6219) \$500	Pre IPT Nine Weeks Checklists in LA Fall Literacy Observation Survey Parent Conferences	End of year assessments in LA yield 90% of students scoring a 3 or 4 DRA End of year Report Card

2	Promote and extend early mathematics development based on PK Guidelines, NAEYC, and NCTM standards which include the content areas of: number concepts, extending patterns, naming and recognizing shapes, understanding measurement and sorting objects. Include two math exemplars a month.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Director SIS Leadership Team Math Committee Staff	PK guidelines/Curriculum Math Tubs Funds for materials/supplies to extend instruction, 211 (6391) \$500	Pre IPT Nine Weeks checklists in Math Fall Math checklist Parent Conferences	End of year assessments in Math End of year Report Card
3	Provide training so that all staff will use formative and on-going data to differentiate small group instruction for maximal student success in literacy and mathematics.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director SIS Inclusion/Intervention Specialist BISI Cadre Staff	SIS Inclusion/Intervention Specialist District Staff Training opportunities: Differentiated Small Group Instruction (video); Comprehensive Literacy Components; Interactive Writing and Editing (book study); BISI (Region IV)	Conduct ongoing modeling and training of the principles of differentiated small group instruction. Staff Meetings Lesson Plans	Walkthrough Observations Teacher feedback Summative Appraisals
4	Focus and strengthen the implementation of the Project Approach and the Classroom Storytelling Project to provide meaningful curriculum and opportunities for application of language and mathematical concepts.	<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 checked="" type="checkbox"/> CSP	SIS Leadership Team Literacy & Math Committees Staff	Katz, Lillian: The Project Approach Materials/expenses for projects, supplies and materials, printer ink and toner 211 (6391) \$1,200	Projects indicated in Lesson Plans Ongoing student investigations Comprehensive Literacy Self-Evaluation Classroom Walkthroughs Class Schedules	Minimum of 3 projects completed Field Investigations scheduled Project portfolios/evidence Walkthroughs

5	Provide opportunities for teachers to participate in district staff development for PK/K teachers, including the 6th Annual SBISD Early Childhood Conference and other professional development, i.e., the Harris County midwinter Early Childhood Conference, the Houston Area Association for the Education of Young Children, etc.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	District Staff PK Directors SIS Leadership Team	SBISD Staff Development for PK/K Conferences Funds for attending out-of-district training, professional conferences 211 (6411) \$250	Diagnostic Conferences/Goal Setting Classroom Walkthroughs	Registration on PDLC for staff development PDLC Transcripts
6	Focus on seamless implementation of the One Way Dual Language (OWDL) Program integrated within comprehensive literacy components across the daily routine. Conduct 3 meetings per year with Bear Blvd staff, SBISD Bilingual Department staff, and TOSAs for collaboration regarding pilot Vietnamese class.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director TOSA SIS Leadership Team	SBISD Bilingual Department TOSA Literacy Committee	Comprehensive Literacy Self-Evaluation Classroom Walkthroughs Class Schedules Lesson Plans Fall OWDL Classroom Walkthroughs	Spring OWDL Classroom Walkthroughs Meeting Agenda/Minutes
7	Implement developmentally appropriate motor activities for 30 minutes per day using Dr. Joy's Motor Development Curriculum units (each unit is approximately 3 weeks in duration).	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Director SIS Gross Motor Committee Staff	Materials and equipment from general budget, 199 Materials and equipment from Title I budget, 211 (6399) \$455 Motor Development Curriculum (Dr. Joy)	Lesson Plans Walk Throughs Class Schedules Report Cards (per 9 weeks)	End of Year Report Card

8

Provide universal access to instruction and maximize learning for all students by participating in the 21st Century Learning Initiative, (Netbooks and I-Touch). Continue to use flip cameras and book making software for instructional purposes.

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

Director SIS
Inclusion/Intervention Sprcialist
Staff

Campus Technology
Representative
Technology Committee
21st Century Learning
Initiative

Lesson Plans
Classroom Walkthroughs
Integrate technology during campus
professional development at least once
per month

District Survey
Summative Appraisals

Student Performance

Campus Goal: All early childhood staff should be focused on meaningful, relevant staff development in order to achieve a seamless transition between prekindergarten and kindergarten.

Campus Objective: Quality staff development should be offered for all teachers to develop a stellar early childhood program.

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	Provide staff development to improve consistency in the administration and analysis of PK assessments, including: Report cards (1st nine weeks parent/teacher conference), areas of the Literacy Observation Survey and math checklist, the DRA, and the Pre-IPT.	<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 checked="" type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	SIS Director Leadership Team	Various Assessments Report Cards Materials for Training	PK Progress Report Assessments: Letter Identification, DRA, CAP, Writing Vocabulary, Dictation, Count Rote, Count Objects, Name Shapes Guidelines for 1st Parent/Teacher Conference	Review data from beginning, middle, end of year in comparison with district data and expectations for Kindergarten entry
2	Schedule time for staff and teachers from feeder campuses to visit/observe in PK and Kindergarten and vice versa. Invite Kindergarten teachers from feeder schools to participate in campus professional development sessions.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input type="checkbox"/> CSP	Director SIS Principals of feeder schools	Time Schedule Substitutes during feeder school observations paid out of general budget 199	Prepare schedule and agendas for campus visits. Provide additional time for communication and staff development.	Feedback solicited from campus and feeder school staff. Professional development sign-in sheets.

Student Performance

Campus Goal: In designing and developing a nurturing, child-centered environment in each classroom, a highly-organized and structured atmosphere for learning will be provided in every room.

Campus Objective: To promote self-regulated, appropriate behavior for prekindergarten children, all staff will participate in the training and implementation of Love and Logic.

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 Conduct classroom guidance every other week in each classroom related to self-concept skills, self-control skills, social competence skills and social awareness skills.	<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 checked="" type="checkbox"/> CSP	Counselor	Title I Staffing Plan to provide funds for counselor position: career ladder: 211 (6117) \$1,750 salary: 211 (6119) \$53,448 medicare: 211 (6141) \$800 employee contribution: 211 (6142) \$4212 workers comp: 211 (6143) \$353 teacher retirement: 211 (6146) \$4,499	Guidance lessons scheduled with each class Monthly calendars	Improved classroom behavior Progress noted on report card in area of social/emotional development

2

Staff will incorporate Love and Logic strategies and the 40 Developmental Assets approach to promote positive self-esteem and positive behavioral supports.	<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 checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Counselor CIS Love & Logic Cadre Inclusion/Intervention Specialist SIS Staff Director	Materials available for each initiative from general budget, 199	Student Referrals Small groups of students scheduled according to needs STATS	Progress noted in social/emotional development
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Student Performance

Campus Goal: To enhance the children's life experiences by investigating opportunities outside the classroom which extend their learning

Campus Objective: To investigate appropriate field experiences both outside the classroom and those which can be offered at school

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/ Summative Evaluation</u>
1 Students participate in field investigations to increase community experiences on and off campus extending their understanding of classroom curriculum and instructional projects.	<input type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	SIS Team Leaders Field Investigation/Fun Days Committee	Field Investigation Trip and Professional Services, General Operating Budget, 199	Design and plan appropriate field investigations which support student's interests and the curriculum. Review process for implementing the Project Approach. Classroom Walkthroughs (anchor charts, literacy centers/workstations) Lesson Plans	3 Projects required 1 Portfolio required which highlights a project Trip Schedules Bus/Attendance logs

Safety

Campus Goal: To provide a safe and orderly environment for learning

Campus Objective: To refine organizational efficiency in providing a safe and secure school climate

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 Each teacher implements Love and Logic to promote positive classroom management and mutual respect. Guidelines for safety include: the playground, buses, hallways, monitoring visitors, wearing Employee ID badges at all times, and securing exterior doors	<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 checked="" type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Love & Logic Cadre Counselor Nurse Safety Team	Materials provided by Love & Logic district training obtained in summer 2010	Registering on PDLC for Love & Logic training. Safety topics included on staff meeting agendas.	Comprehensive Needs Assessment Informal survey of campus safety and EOP procedures. Informal observations both in class and outside campus.

Operations

Campus Goal: To effectively and efficiently utilize all resources to maximize learning for all children

Campus Objective: Coordinate budget planning between the General Operating and Title I funds to make better program decisions.

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.

Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1 Carefully monitor enrollment patterns, specifically class size, to determine the most fiscally sound pupil teacher ratio.	<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	Director Attendance Specialist CIS	District Staffing Projections Six Weeks Enrollment/Attendance Reports	2010-2011 Staffing Projections Pilot Vietnamese Bilingual Class Monitor number of transfer students	Maintain staffing based on pupil teacher ratio of 22:1. Revisit as enrollment fluctuates throughout the school year.
2 Coordinate spending between the General fund, Activity Account and Title I monies in allocating monies for field trips, instructional materials and off-campus staff development.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Director Leadership Team CIT Fundraiser Committee	General Operating Budget, 199 Title I Budget 211 Activity Funds	Loss of Title I funds/effect on staffing, i.e. Counselor position Determine purchasing needs early in the year (prior to December) Long-range planning for technology	Funds expended in a timely manner Budget amendments carefully monitored to promote effective spending

Community

Campus Goal: A variety of opportunities will be provided to promote active parent/community involvement.

Campus Objective: All parents will be encouraged to become active partners in their children's learning.

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

<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Promote parent/community support through consistent communication and collaboration about their children's learning by: sending the children to school on time ready to learn, attending parent/teacher conferences and other school events, volunteering, and remaining informed through newsletters and school-related announcements.	<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	Director Counselor CIS parent Newsletter Committee Staff	Student Handbook Home/School Compact Parent Involvement Policy Newsletters Orientation Open House/Title I Meeting	Solicit parent input/feedback during Orientation, Open House, Title I Meeting	SBISD District Survey PK/K Parent Questionnaire
2 Promote ongoing parent and community involvement by providing opportunities for parent education training such as: use of Parent Center at BBS (coffee, make and take sessions), parenting classes, parent book study, Love & Logic for Parents, 40 Developmental Assets for Parents, field trip to district Parent Center, Literacy Night, Math Night, and Character Development in Children.	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" 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 checked="" type="checkbox"/> CSP	Counselor CIS School Nurse SIS Director Outside Speakers Parent Newsletter Committee	Materials/Supplies for Parent Involvement training 211 (6399) \$703	Determine parent needs and priorities during Orientation and Open House Distribute parent questionnaire to determine needs and interest	Rosters of attendance at various parent trainings SBISD District Survey, 2011

3

ADA, CIS, and Counselor will meet monthly to monitor attendance and plan support strategies for parents of students with excessive absences and/or tardies.

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

Counselor
CIS
ADA

Skyward Reports
Board Policy
Student/Parent Handbook

Attendance Reports

Meeting Minutes
Parent conferences

People

Campus Goal: To investigate strategies for honoring and rewarding staff for excellent performance

Campus Objective: To continue to recognize staff by rewarding excellence/professionalism

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>
<p>1 Continue to extend appreciation and recognition to staff through: special emails, celebrations, ice cream socials, luncheons/picnics, and Teacher of the Year. Encourage and promote a culture of collaborative learning community expanding from the team level to the campus level by sharing staff expertise through experiences such as: mentoring, faculty presentations, participation in special trainings and conferences, and integrating bilingual and mainstream classes throughout the campus.</p>	<p> <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 checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP </p>	<p> Director Leadership Team SIS Counselor Sunshine Committee BISI Cadre </p>	<p> Activity Fund General Operating Budget, 199 (6391) E-mails Announcements Bulletin Board BISI (Region IV) University of Houston QUEST students assist teachers preparing materials each semester </p>	<p> Opportunities for appreciation and recognition scheduled throughout the school year. Mentors, student teachers if applicable, assigned to teachers. Staff presentations and collaboration during Professional Development: Colleague Inquiry once per month differentiating instruction for struggling students </p>	<p> Special activities and events recorded on school calendar. Rewards, honors granted to individuals. Year end analysis of the number of colleague staff presentations for the year. Year end analysis of the number of STAT referrals. </p>

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

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

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

	<u>Strategy/Activities</u>	<u>Title I Comp.</u>	<u>Campus- Staff Responsible</u>	<u>Resources</u>	<u>Leading Indicator/Formative Evaluation Timeline</u>	<u>Trailing Indicator/Summative Evaluation</u>
1 Required Federal	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. Programs and/or materials: Literacy materials; and Math materials.	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	C & I Division Content/Program Directors Director	1 SCE FTE's Administrative Staff	service logs, progress reports, report cards Anecdotal Record for Language Acquisition (ARLA) done each 9 weeks to record observations of English language acquisition	promotion/retention data End of year analysis of student progress toward increased fluency in English (progression from NES toward FES)
2 Required Local	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. Plan for peer visits on our campus. Stimulus funds used to maintain PK teachers and assistants full time. Strategies include: weekly professional development; data-driven lesson planning; and differentiated small group instruction.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" 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 checked="" type="checkbox"/> CSP	Director Language Arts Director SIS Leadership Team	Comprehension Toolkit C & I Portal SIS Leadership Team Literacy Committee Teachers & Admin Staff AARA Title I Support	Records of progress for Language and Literacy done each 9 weeks progress reports, report cards	Spring DRA Evaluation Running records End of year analysis of increased percentage of students in "Developing as Expected" and "Advanced Development" categories in Language Arts

<p>3 Required State</p>	<p>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. As a PK only campus, students are not age appropriate for SSI. However, teachers monitor student learning continually and scaffold support based on student needs across content areas. Teachers meet once a week in planning teams and once per month as a faculty to collaboratively identify strategies to implement to support struggling learners. Professional development, classroom observations, and modeling are provided for additional support.</p>	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" 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 checked="" type="checkbox"/> CSP	<p>Campus Principal Campus Inclusion/Intervention Specialist Campus intervention support staff</p>	<p>At Risk Funds - 199 SCE Funds Campus Inclusion/Intervention Specialist</p>	<p>progress reports, report cards, conference records</p>	<p>Spring district/state assessment data, promotion/retention data, report cards</p>
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<p>4 Required Local</p>	<p>(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). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. Conduct initial training for teachers using Eduphoria and Skyward and provide ongoing support groups. Campus instructional technology integrated into campus professional development and classroom instruction. Professional development through Educational Technology Department and peer observations.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal SIS Instructional Leadership Team Technology Committee</p>	<p>21st Century Learning Initiative Instructional Tech. Dept. SIS Eduphoria Forethought Cadre Technology General budget 199</p>	<p>Evaluate the level of technology integration - per semester lesson plans Documentation for examining levels of integration, training, and implementation</p>	<p>End of Year data analysis as compared to district average and previous year's data</p>
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5 Required Federal	(Safe & Drug-Free Schools) Integrate violence prevention lessons including Bullying Prevention and Tobacco Alcohol and Other Drugs (TAOD) prevention lessons in academic subject areas and/or student assistance programs/mentoring and daily schoolwide morning television broadcasts. Teachers will integrate Project Class social skills songs and strategies into daily routines.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor CIS	Title IV Funds SDFSC Staff Counselor CIS Prevention: Bullying Community Professionals	Parent, Student and Teacher Referrals (monthly) lesson plans (weekly)	PEIMS 425 Incident Report Yearly analysis of Professional Development Evaluations Yearly analysis of Staff Survey
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6 Required Federal	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities by hosting parent meetings, Love and Logic for parents training sessions, and distributing information through our campus Parent Center.	<input checked="" type="checkbox"/> CNA <input checked="" 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	SDFSC Campus Facilitator Principal Counselor	SDFS Staff Local Law Enforcement Officer Community Professionals Parent Involvement Funds Love & Logic Cadre	Agendas, Sign-Ins, Training Evaluations (per training)	Participant Rosters Program Calendar Parent Evaluations Surveys
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7 Required Federal	(Safe & Drug-Free Schools) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * SEL * TRIBES * Love and Logic Love and Logic Cadre will train all staff in August and supplemental trainings will occur once per month integrated with ongoing professional development. Additionally, teachers will receive campus training in August regarding classroom procedures and positive behavior supports.	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	SDFSC Campus Facilitator Principal Counselor Specialist Love & Logic Cadre Teachers Assistants	SDFSC Region IV Counselor Community Professionals Materials General Budget - 199	Calendar of In-Service Dates (Fall, Spring) Agendas, Sign-Ins (per training) Training Evaluations (per training) Lesson Plans (weekly)	Attendance Rosters Professional Development Evaluations PEIMS 425 Incident Report Staff Survey
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8 Required Federal	<p>(SPECIAL EDUCATION)</p> <ul style="list-style-type: none"> · Monitor LRE ratio · Develop campus capacity to support inclusive programming for students with disabilities · Evaluate campus LRE ratio <p>Campus participates in the Building Inclusive Schools Initiative with Region IV ESC and receives targeted ongoing professional development to support access, participation, and success within the general education curriculum for all students. Additionally, ongoing classroom technical assistance is provided by campus Inclusion/Intervention Specialist.</p>	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Spec. Ed. Support Staff Inclusion/Intervention Specialist BISI Cadre	BISI Cadre Campus LRE ratio per grading period Spec. Ed. Admin. Team SPED - 199	Log Tracking (per log) LRE campus ratio	LRE campus ratio annual report BISI administrative annual report (Region IV)
9 Required Federal	<p>Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. As a PK only campus, students are not age appropriate to participate in state assessments. However, campus staffings are held to review student IEP data to ensure annual goals are met by year end.</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Campus Administration Diagnostician Spec. Ed. Support Staff Inclusion/Intervention Specialist	ARD process Spec. Ed. Admin. Team Account/Research Dept.	Initial Benchmarking, where applicable Fall Special Education meeting agendas - per meeting	Annual analysis of Individual Education Program (IEP) with respect to percentage of students achieving mastery on annual goals (as per ARD committee)
10 Required Federal	<p>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. Campus professional development and technical support from Inclusion/Intervention Specialist provides campus training and follow-up support.</p>	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Speech Pathologist Diagnostician Inclusion/Intervention Specialist Counselor Campus Administration	STAT Referral Action Plans & documentation Educaid Report Spec. Ed. Admin. Team BISI Cadre	Meeting agenda per meeting Compilation of reports and Child Find Information. Logs with summary of timeline issues monthly	Analysis of annual appraisal report for baseline in referrals and corresponding "hit rate", i.e. compare 2009-2010 and 2010-2011 changes

<p>11 Required State and Federal</p>	<p>(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 Intervention Specialist Campus School Improvement Specialist provides weekly professional development and additional mentoring and follow-up activities across content areas. Campus School Improvement Specialist and Inclusion/Intervention Specialist work with students in the classroom on an individual, small group and/or whole class basis.</p>	<input checked="" 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 checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal School Improvement Specialist Inclusion/Intervention Specialist	1 SCE FTE's Staff	Observation Survey, DRA (Fall & Mid Year) Benchmarks (9 weeks) Report Card (9 weeks) English Acquisition Measure (periodic)	Observation Survey, DRA (End of Year) Annual IPT End of Year Report Cards Spring Benchmarks
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<p>12 Required State and Federal</p>	<p>Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). Use content and developmentally appropriate manipulatives, (magnetic letters, puzzles, lacing cards, etc.), and literacy materials, (leveled books, bilingual centers, etc.), to support instruction in the areas of listening, speaking, reading, and writing commensurate with the student's level of English. Students receiving bilingual or ESL support during the school year are eligible to participate in the Special Language Summer School Program.</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Team Leader School Improvement Specialists TOSA	Staff LPAC	Observation Survey, DRA (Fall & Mid Year) Report Card (9 weeks) English Acquisition Measure (periodic) Identify At-Risk students (Fall)	Observation Survey, DRA (End of Year) Annual IPT End of Year Report Cards Spring Benchmarks
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<p>13</p> <p>Required</p> <p>Local</p>	<p>Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> · recruitment · training/support · recognition of volunteers/partnerships <p>We will build volunteer partnerships by:</p> <p>identifying and welcoming them; provide communication and collaboration opportunities about school events through newsletters, notes home, parent center, etc.; provide training and support through the campus and district parent center; and recognize volunteers at the district Celebration of Caring and Good Neighbor Ceremonies.</p>	<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 type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal Campus Partnerships Liaison Campus Volunteer Liaison School Improvement Specialist</p>	<p>Vol./Partnership Office Vol. Partners/Partnerships Skyward Vol. Partnership Database</p>	<p>Sign-Ins & hours (per campus visit) Ongoing increase in # of Volunteers (per 9 weeks)</p>	<p>End of year increase in # of volunteers/partnerships from 2009-2010 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)</p>
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<p>14</p> <p>Required</p> <p>Federal</p>	<p>(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * DDI * One-Way Dual Language * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up. <p>Professional development will be provided by campus Director, SIS, Inclusion Specialist, TOSA, Counselor, and Team Leaders impacting one or more of the above on a weekly basis.</p> <p>District provides additional support/training to integrate technology into the curriculum through the 21st Century Learning Initiative. BISI Cadre shares information, models strategies, and provides technical assistance to support</p>	<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 checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal School Improvement Specialist Inclusion/Intervention Specialist TOSA Counselor Team Leaders BISI Cadre</p>	<p>Title II A Title II D Content Area Directors BISI at Region IV 21st Century Learning Initiative</p>	<p>Obs. S., DRA (Fall & Mid Year) Benchmarks, Report Card (9 weeks) Agendas, Sign-Ins, Evaluations (per training)</p>	<p>Implementation Survey Teacher Survey Teacher Appraisals End of Year Obs., DRA, Report Card</p>
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<p>15</p> <p>Required</p> <p>Local</p>	<p>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>; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Formerly DDI trained teachers will mentor new teachers to the campus and provide ongoing support. Professional development will be provided at the campus level on a weekly basis. Additionally, the campus will partner with BISI at Region IV, other PK SBISD Centers, and the district to provide additional professional development throughout the year.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> TDA <input type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal School Improvement Specialist Inclusion/Intervention Specialist BISI Cadre</p>	<p>Curriculum Directors DDI Trained Teachers BISI (Region IV) Technology Committee 21st Century Learning Initiative</p>	<p>Calendar (Fally and Spring) PDL Reports (Monthly) Lesson Plans (Weekly) Appraisal Observations (Fall and Spring) Walk-thru documentation Professional Development Level of Implementation Survey (Pre)</p>	<p>End of Year PDL Reports Summative Evaluations Professional Development Level of Implementation Survey (Post)</p>
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<p>16</p> <p>Required</p> <p>Federal</p>	<p>(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff. Support will be provided in areas of assessment, curriculum scope and sequence, daily routine, classroom environment, student progress, centers, and positive behavioral supports. The campus SIS will provide guidance, lesson modeling, and monitoring across all areas listed above. Team Leaders and Colleagues will provide guidance, and assessment/curriculum/lesson planning support. The campus SIS will facilitate classroom visits to colleagues and then facilitate debriefing and application to their own classroom.</p>	<input checked="" 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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal School Improvement Specialist Inclusion/Intervention Specialist Mentors Team Leaders</p>	<p>Title II A Mentoring - HR Dept No Child Left Behind</p>	<p>Team Meeting Minutes (per meeting) Campus Mentor's Log (weekly) Campus meetings minutes (monthly) District Mentor/Mentee Calendar (Fall/Spring)</p>	<p>End of Year Mentor/Mentee Survey and/or Reflections</p>
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17 Required Federal	Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Campus representatives will participate in district transfer fair, job fairs, meet and greets, etc. The campus website will be updated in the Fall and the Spring.	<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 checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Instructional Leadership Team Team Leaders Technology Team Teachers	School Improvement Specialist Human Resources No Child Left Behind	Job Fairs (Spring) Update Website (Fall/Spring)	Applications submitted Personnel Roster
18 Required 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. Collaboration will occur through the campus Parent Center, CIT meetings, Parent meetings and conferences.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input checked="" type="checkbox"/> MTA <input checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal Parent Involvement Committee Counselor CIT SIS Leadership Team Technology Committee	District Parent Center Campus Parent Center	Agendas, Sign-Ins, Minutes (per planning meeting) Calendar, Agenda, Sign-Ins (per training session)	Training Evaluation Parent Evaluation or Survey
19 Required Federal	PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. To increase parent involvement in campus transition activities, parents will be invited to visit their child's K feeder school with facilitation provided by BB staff. Parents can use the Parent Center technology tools to take photos of K feeder school and then make books for their child using the Realebook software about their visit.	<input type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> CSP	Principal Counselor School Improvement Specialist Parent Involvement Committee PK and K Teachers	Parent Center Technology Committee Spring Branch Education Foundation Grant (purchase of technology tools)	Identify K 2011-2012 students (Spring 2011) Identify feeder campuses for K 2011-2012 students (Spring 2011) Schedule visits to K feeder campuses and invite parents (Spring 2011) Train participating parents in use of technology tools to use during visit (Spring 2011 before visit)	Evaluation of transition strategies - survey Agendas, Sign-Ins (per training) Sign-Ins (per campus visit) Agendas, Sign-Ins (per Parent Center technology use session)

<p>20</p> <p>Required</p> <p>State</p>	<p>(Gifted and Talented) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students</p> <p>b) Assessing and identifying G/T student needs</p> <p>c) Curriculum and instruction for G/T students</p> <p>d) Assessing social and emotional needs of G/T students</p> <p>e) Creativity and instructional strategies for G/T students.</p> <p>This is a PK only campus. Students are not formally identified GT at this age. Staff differentiates and scaffolds curriculum/instruction and positive behavioral supports for all PK students to meet their needs. Focused weekly professional development provides staff with skills and strategies.</p>	<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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal</p> <p>School Improvement Specialist</p> <p>Inclusion/Intervention Specialist</p> <p>Counselor</p> <p>Teachers</p>	<p>BISI (Region IV)</p> <p>Campus & District Professional Development Literacy and Math Committee</p> <p>Technology Committee</p>	<p>Campus Professional Development sessions</p> <p>District Professional Development sessions</p> <p>Teacher Observations & Walk Thrus (Fall and Spring)</p>	<p>Staff PDLC transcripts</p> <p>Agendas, Sign-Ins Campus Professional Development (per session)</p> <p>Agendas, Sign-Ins District Professional Development (per session)</p> <p>Teacher Summative Appraisals (Spring)</p>
<p>21</p> <p>Required</p> <p>State</p>	<p>(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. This is a PK only campus. Students are not formally identified GT at this age. Staff implements a developmentally appropriate curriculum using differentiated instruction to meet the needs of all PK students. Focused weekly professional development provides staff with skills and strategies for implementation and monitoring of effectiveness.</p>	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> SRS <input checked="" type="checkbox"/> QS <input checked="" 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 checked="" type="checkbox"/> CSP	<p>Principal</p> <p>School Improvement Specialist</p> <p>Inclusion/Intervention Specialist</p> <p>Counselor</p> <p>Teachers</p>	<p>BISI (Region IV)</p> <p>Campus & District Professional Development Literacy and Math Committee</p> <p>Technology Committee</p>	<p>Curriculum Road Maps (9 weeks)</p> <p>Lesson Plans (weekly)</p> <p>Report Cards (9 weeks)</p> <p>District PK Assessments (Fall, Mid-Year)</p> <p>Team Planning Meetings (weekly)</p>	<p>End of Year Report Cards</p> <p>District PK Assessments (End of Year)</p>

22 Required State	<p>(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 G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>This is a PK only campus. Per district procedures, K-12 students are formally identified GT. Parents are provided specific information about their child's growth and development as well as support strategies for home practice throughout the school year. Parents are given information about their child's readiness for K throughout the school year.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> SRS <input type="checkbox"/> QS <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> TDA <input type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	Principal School Improvement Specialist Inclusion/Intervention Specialist Counselor Teachers	District Personnel Parents/Teachers/Staff Literacy & Math Committee	Parent Trainings/Meetings (Fall & Spring) Parent Orientation (Fall) Parent Back to School Night (Fall) Parent/Teacher Conferences (Fall and per session) Report Cards (per 9 weeks)	Agendas, Sign-Ins Parent Trainings/Meetings (per session) Agendas, Sign-Ins Parent Orientation, Back to School Night, & Parent /Teacher Conferences (per session) End of Year Report Card
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23 Required Federal	<p>Review and revisit both the Home/School Compact and Parental Involvement Policy</p> <ul style="list-style-type: none"> offer several opportunities for parent input develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish share compact with parents and document <p>The Home/School Compact and the Parental Involvement Policy is collaboratively developed by staff and parents at the Back to School Night during which final copies (English, Spanish, Vietnamese) are given to parents and signed and returned. For parents unable to attend this meeting, a copy is sent home in the weekly folder.</p>	<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 checked="" type="checkbox"/> CSP	Principal Parental Involvement/Newsletter Committee CIT Teachers Parents	Title I Contact Spanish Translator Vietnamese Translator	Flyers (Back to School Night) Agendas (Back to School Night) Sign-In Sheets (Back to School Night) Agenda & Minutes (CIT meeting) Parent Comments Signed Compact	Final Revised Compact with Spanish and Vietnamese Translation Signed Compacts
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<p>24 Required Federal</p>	<p>Increase parent attendance at Title I Annual Meeting to share: · standards and goals · parents' rights' · curriculum · School Report Card · Title I participation · Offer a flexible number of meetings. Meetings will be held in August during Orientation and in September during Back to School Night. Spanish and Vietnamese translators will be provided.</p>	<input checked="" type="checkbox"/> CNA <input checked="" 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 checked="" type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal Parental Involvement/Newsletter Committee Teachers Parents</p>	<p>Title I Contact Spanish Translator Vietnamese Translator Parent Center</p>	<p>Flyers (Back to School Night) Agendas (Back to School Night) Sign-In Sheets (Back to School Night) Agenda & Minutes (CIT meeting) Parent Comments Signed Compact</p>	<p># of Parents attending (Sign-In sheets) Parent Evaluation or Survey</p>
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<p>25 Required State</p>	<p>Coordinated School Health (CSH) and CIP focus on: 1. appropriate labeling, stowing, and usage of cleaning solution; 2. appropriate labeling, stowing, and dispersment of hand sanitizer; 3. implementation of required monthly safety drills 4. Classroom guidance lessons focused on topics form the Texas PK Developmental Guidance Plan 5. Staff implement Love & Logic strategies and 40 Developmental Assets approach.</p>	<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 checked="" type="checkbox"/> MTA <input type="checkbox"/> AQT <input checked="" type="checkbox"/> CSP	<p>Principal Nurse Counselor Teachers Staff Parents</p>	<p>Texas PK Developmental Guidance Plan Love & Logic Cadre Parent Center Campus Crisis Response Team</p>	<p>Hazardous Material Inventory completed by each Teacher (Fall) Classroom/Campus Safety Walk Thrus (Fall & Mid Year) Safety Drills Implemented (monthly) Plan classroom guidance lessons every other week Teacher Observations & Walk Thrus (Fall and Spring) Lesson plans (weekly)</p>	<p>Signed & Submitted Hazardous Material Inventory (Fall) Classroom/Campus Safety Walk Thrus (End of Year) Safety Drills Implementation Feedback (monthly staff meeting agendas) Schedule of classroom guidance lessons (monthly) Teacher Summative Appraisals (Spring) Survey (District/Campus)</p>
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