SBISD
2013 - 2014

Title I Campus

◉ Yes   ○ No

 Spring Oaks Middle School   Paul Suess
School   **Principal**

SBISD Plan Goal: By 2017, SBISD will double the number of students completing a technical certificate, two year degree or four year degree.

District Objective: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Campus Goal: SOMS faculty and staff will help each student build on his/her strengths by offering a rigorous program of academic and elective courses, offering students choices in their learning, and incorporating a 21st Century teaching approach.

	Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1	Improve STAAR performance (Reading, Writing, Math, Science and Social Studies) by developing teacher effectiveness through professional development, implementing a planning protocol based on backward design, continuing a campus-wide literacy initiative, campus-wide use of sheltered/ELL teaching strategies and raising the level of rigor and relevance in every classroom.	☒ CNA ☒ SRS ☒ QS ☒ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach DCs Teachers	TITLE 1 Funds for ACTIVITIES 1-6: *Reading Materials **$2,000** * Subs for Core Teacher PD **$8,250** * Professional Conferences **$4,350** * Materials and Supplies **$6,496** *Technology **$3,000**	* PD registrations and attendance * Observations that show improvements in instructional strategies * Improvement in common assessment scores	* Improvement in STAAR scores * Successfully meeting AYP goals * High passing rates in courses, fewer summer school students
2	**SMALL GROUP INSTRUCTION** Implement small group instruction as a regularly-used format of classroom instruction in all classrooms. * Design lessons that regularly include SGI. * Lessons should provide time for student collaboration, student-to-student academic conversations, and student choice.	☐ CNA ☒ SRS ☒ QS ☒ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach DCs Teachers	* Team meeting time to plan lessons * Teachers sharing ideas and expertise with colleagues TITLE 1: See Activity 1 Resources	* Evidence in lesson plans of SGI. * Evidence in observations that students are successfully working in small groups * Evidence in observations that students are using technology regularly to support their learning	* Lesson plan review * Results of classroom observations * Review of student performance on STAAR and in course grades

#	Strategy / Activity	Codes	Staff Responsible	Resources	Formative Evidence	Summative Evidence
3	**RIGOR AND STANDARDS** * Teachers will be trained in ICLE's Rigor & Relevance Framework and how to design activities in Quadrants C and D. * Teachers will be trained on understanding TEKS standards, how the TEKS correlate to STAAR and creating lesson plans that include rigorous activities and assessments that match the cognitive level required for mastery.	☐ CNA ☒ SRS ☒ QS ☒ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach DCs Teachers	* Team meeting time to examine proficient work * Blooms Taxonomy * ICLE Rigor & Relevance Rubrics * PD on Rigor and Relevance TITLE 1: See Activity 1 Resources	* Evidence in observations that students are being asked higher level questions 20% of the time * PD on Rigor & Relevance * Team planning time devoted to identify proficient student work * Grading practices moving towards standards-based grading	* Observations show that teachers are asking students higher level questions 20% of the time * Student passing rate in academic courses improves compared to previous year
4	**COLLABORATIVE TEAM PLANNING** Subject/grade level teams will improve the effectiveness and usefulness of their planning time through the use of planning protocols. * Core academic teachers will be trained to use standards and Bloom's Taxonomy to develop rigorous lesson plans. * Lesson plans will demonstrate a focus on standards, enduring understandings and proficiency as opposed to activities and grades. * Meetings should regularly include planning using backward design, common assessments, data analysis to inform instruction and reflective questions.	☒ CNA ☐ SRS ☐ QS ☒ PD ☐ PI ☐ T ☒ TDA ☒ MTA ☐ AQT ☐ CSP	Principal Assist. Principals iCoach DCs Teachers	Team planning time CBAs Eduphoria TITLE 1: See Activity 1 Resources	* Team planning calendar * Evidence of data use and reflective questioning in team planning meetings * Analysis of roadmaps and lesson plans * Discussions with teachers about individual students	* CBA results * End of Year Student Assessment Analysis * End of year Report Card
5	**TECHNOLOGY FOR LEARNING** * Teachers will regularly give students opportunities to utilize available classroom technology. * Teachers will regularly design lessons that take into account literacy, small groups, and the use of technology for learning. * Students will have choices in terms of what technology they need to use in order to be successful in	☐ CNA ☒ SRS ☒ QS ☒ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach DCs Teachers	* District student technology rollout * SBISD Eductional Technology Dept. PD * Campus technology PD * T3 teachers * Partnering teachers TITLE 1: See Activity 1 Resources	* Observations show students regularly using technology in learning * Lesson plans integrate technology and small groups * Number of teachers attending technology PD	* Obervations demonstrating students regularly use technology
6	**PRE-AP PROGRAM** Increase the number of students who are successful in our Pre-AP program and support student resiliency in the program by scaffolding and providing extra help.	☐ CNA ☒ SRS ☒ QS ☐ PD ☒ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs and Counselors iCoach Pre-AP Teachers	TITLE 1: See Activity 1 Resources	* Meetings planned with parents * Assemblies planned with students * Tutorials attended * Study trips calendar	* Number of students in Pre-AP program * Number of students who dropped out of program * Attendance at tutorials * Study trips taken

SBISD
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School   **Principal**

SBISD Plan Goal: By 2017, SBISD will double the number of students completing a technical certificate, two year degree or four year degree.

District Objective: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Campus Goal: SOMS faculty and staff will set high expectations for all students and provide numerous scaffolding opportunities so that each student will find success in middle school and be prepared for a rigorous high school curriculum.

	Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1	**TUTORING & INTERVENTION** * Expect all students to reach mastery of content. * Expect students to attend tutorials until demonstrating proficiency. * Provide all students the support they need through extra tutorials and teacher intervention.	☐ CNA ☒ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☐ CSP	Principal AP DCs Teachers	**Title I Funds:** * Supplies and Materials - **$2000** * Supplemental Pay - **$10,000** * Misc. Operating Expenses (for tutorials) - **$2000**	* % of students turing in all assignments at each nine week grading period	* % of students turning in all assignments each nine week period * % of students passing academic courses compared to previous year
2	**RESPONSE TO INTERVENTION (RTI)** Continue to implement campus RtI plan. Teachers will develop and lead intervention plans to support struggling students that may include: * Pulling a small group of students to re-teach in the classroom * Student conferences (may include parents) * Lunch tutorials * Morning and/or after-school tutorials * Use a multi-tiered system of interventions * Use Love and Logic as campus RtI behavior	☒ CNA ☒ SRS ☒ QS ☐ PD ☐ PI ☐ T ☒ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs Counselors iCoach DCs Team Leaders Teachers	* Teacher tutorial time	* Struggling students identified and supports provided * Growth in learning over time	* All activities completed successfully * Year end analysis how well plan was coordinated and implemented * Year end analysis of student performance by struggling students

#	Strategy	Checkboxes	Responsible	Resources	Evidence of Implementation	Evidence of Impact
3	**COLLEGE AWARENESS** Promote college and university awareness through the following activities: * 8th grade college and career curricular unit wherein students study various colleges that match their interest. The unit of study culminates in (1) student visits to area colleges, and (2) student products demonstrating their learning * 8th grade Guthrie Center visit * displaying college banners in common areas and in classrooms * bi-monthly college days in which students and teachers wear college shirts * T-2-4 career awareness activities during Panther Pride	☐ CNA ☒ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal 8th grade AP and Counselor 7th grade AP and Counselor Instructional Leadership Team	* Local colleges * Transportation	* All activities calendar and planned * College banners displayed * Student participation level on study trips	* Successful college trips and completion of all listed activities * Student participation
4	**STUDY SKILLS AND ORGANIZATION** Support student academic and behavioral success through: * directly teaching organizational skills, study skills, and daily use of the student planner. * encouraging parents to check students' activities and homework assignments in student planner * celebrating student success (honor roll	☐ CNA ☐ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach Counselors DCs Teachers	Title I Funds: Supplies and Materials (Student Planner) - **$3400** *	* Observations of student organizational skills during classroom walkthroughs * Evidence of student planners being used properly * Celebrations calendar and planned	* % of students using planners on daily basis * Number of successfully completed celebrations * Student participation in celebrations

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Paul Suess
Principal

SBISD Plan Goal: By 2017, SBISD will double the number of students completing a technical certificate, two year degree or four year degree.

District Objective: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Campus Goal: SOMS faculty and staff will develop relationships with students and families, create an environment of engagement and respect, and help students set goals.

	Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1	**DEVELOPING RELATIONSHIPS** Have faculty and staff model polite and respectful behavior by using the Love and Logic philosoy, skills and strategies. * Utilize faculty meetings, grade level meetings, and department meetings to practice the skills. * For this school year, focus on showing empathy, neutralizing student arguing, delaying consequences, and developing positive teacher-student relationships.	☐ CNA ☒ SRS ☐ QS ☒ PD ☒ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoach Counselors DCs Love & Logic campus cadre CIS Project Manager	* Staff development time and resources * L&L training materials and supplies	* Observations of teacher-student relationships * Annual campus survey from students, teachers, and parents.	* Sign in sheets at staff developments * Teacher evaluations of training * School climate survey
2	**STUDENT LEADERSHIP** * Continue offering leadership opportunities for students through Student Council. * Create student leadership positions in athletics, fine arts, and other student groups. * Offer students opportunities to speak and be recognized at student assemblies. * Continue Principal's Advisory Council made up of student leaders from various student groups.	☐ CNA ☐ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☐ CSP	Principal APs/Counselors Student Council sponsors Organization sponsors Fine Arts directors	Teacher Sponsors Student Council	* Meetings calendar and held * Student participation/attendance at meetings	* Campus climate survey * Student participation in school activities in leadership roles

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3	**ANTI-BULLYING** Periodically teach anti-bullying behavior to students throughout year. * Incorporate anti-bullying theme into student assemblies.	☐ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☐ CSP	APs Counselors Nurse	* Anti-bullying curriculum	* anti-bullying curriculum developed and distributed to teachers * assemblies scheduled	* completed assemblies * students climate surveys
4	**COMMUNITIES IN SCHOOLS PROGRAM** Further develop the Community in Schools program to improve parent communications, support at-risk students, and help students stay in school. * Improve parent's knowledge of the school system through parent meetings and parent programs. * Introduce the Love and Logic philosophy parents and offer training in L&L skills and strategies. * Conduct home visits to at-risk students.	☐ CNA ☐ SRS ☐ QS ☒ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal APs Counselors CIS Manager	* PTA * Communities in Schools agency * Communities in Schools funds * Love & Logic books, DVDs, and other materials for parents	* Informal feedback from parents and staff members * Programs implemented * Log of home visits * Log of parent contacts * Review of CIS Liaison's caseload	* Survey results on school-parent communication * Reduction in number of students failing courses for year

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SBISD Plan Goal: By 2017, SBISD will double the number of students completing a technical certificate, two year degree or four year degree.

District Objective: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful cuompletiion of some form of higher education for every child.

Campus Goal: SOMS will seek to hire and retain faculty and staff members who believe that all students can be successful, and are committed to ensuring that every student is on a pathway toward T-2-4.

	Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1	SUPPORTING NOVICE TEACHERS Provide regular support and staff development for first and second year teachers. * Ensure new teachers receive a warm welcome, are provided with all information and materials they need, and are assigned a mentor or buddy. * Provide new teachers with professional development that focuses on topics that novices struggle with, such as classroom management.	☐ CNA ☒ SRS ☐ QS ☒ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☐ CSP	Principal Lead Mentor APs iCoach Mentor Teachers Faculty Club	District New Teacher Induction program Love & Logic program	* Mentor assignment list * New Teacher Staff Development Calendar	* Turnover rate * New Teacher Staff Development attendance * Observations in new teacher classrooms
2	COMMUNICATION WITH STAFF Improve communication and collaboration amongst faculty and staff: * Continue to publish weekly Panther Bulletin. * Continue to hold monthly faculty, grade level, and department meetings.	☐ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☐ CSP	Principal APs / Counselors CIT	Master schedule Conference planning periods CIT	* Common planning periods in master schedule * Monthly grade level meetings calendar	* Turnover rate * Results of climate survey

Spring Oaks Middle School

#	Strategy		Persons Responsible	Resources	Evidence of Implementation	Evidence of Impact
3	MENTORING PROGRAM * Work with community partners to increase the numbers of adult mentors working with at-risk students at SOMS. * Set up recruiting meeting with any existing partners or potential partners interested in mentoring. * Provide a welcoming environment for mentors when they come to meet with mentees. * Establish guidelines and procedures for mentors to contact school and set up meetings with mentees.	☐ CNA ☐ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal Counselor assigned as Mentor Liaison Receptionist	Community partners SpringBoard Mentor program District community involvement office	Mentor meetings Number of new mentors recruited Informal conversations with mentors/mentees	Number of active mentors Number of mentor/mentee meetings throughout year Results of mentor/mentee survey
4	DEALING WITH CHALLENGING STUDENTS Use Love and Logic strategies and skills to build better relationships with challenging students by avoiding power struggles, giving choices to students, and allowing students to own their own problems. * Hold staffings for teachers of very challenging students to discuss ways of better dealing with the student's specific behaviors. * APs and Counselors will meet regularly with challenging students in order to track academic and behavioral progress.	☒ CNA ☒ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal Assistant Principals Counselors DCs Teachers	Staff Development on dealing with challenging students - Love and Logic	* Records of staffings for challenging students * Records of grade-level teams meeting with and supporting challenging students	* Academic and discipline performance of challenging students * Evidence of improved teacher-student relationships

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School   **Principal**

SBISD Plan Goal: By 2017, SBISD will double the number of students completing a technical certificate, two year degree or four year degree.

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

Campus Goal:

	Strategy/Activities	Title I Comp.	Campus- Staff Responsible	Resources	Leading Indicator/Formative Evaluation Timeline	Trailing Indicator/ Summative Evaluation
1 Required Federal	Conduct annual program evaluation of CATE, SCE, G/T, LEP, and Safe & Drug-Free Schools utilizing student performance data derived from special populations for the purpose of program review and revision.	☒ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☐ CSP	Program Directors Campus Principal CIT Leadership Team	**$4,263- At-Risk- 199**	CBA/Common Assessment data, service logs, progress reports, report cards	State assessment data (STAAR, TELPAS), promotion/retention data

#	Strategy	Indicators	Staff Responsible	Resources	Formative	Summative
2 Required State	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. * Each student failing the Math STAAR test will either be assigned a support class or offered after school tutorials to provide accelerated instruction * Each student failing the Reading STAAR test will be offered accelerated instruction during double-blocked ELA classes. * STAAR interventions will be available before and/or after school in the Spring * APs will work with teachers to monitor and document progress * Parents will be kept informed and provided opportunities to conference with teachers, counselors, and/or administrators.	☒ CNA ☒ SRS ☐ QS ☐ PD ☐ PI ☐ T ☒ TDA ☒ MTA ☐ AQT ☒ CSP	Campus principal APs iCoach Core academic teachers	SPED Teachers	accelerated instruction plan, benchmark/released STAAR data, progress reports, report cards, conference records	Spring district/state assessment data, promotion/retention
3 Required Local	(Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State ofTexas Assessment of Academic Readiness(STAAR). 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.	☒ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☐ CSP	Program Directors Campus Principal iCoaches APs Teachers	Administrative Staff Campus Tech Liaison ACTIVboard trainer Title I Funds: General Supplies **$2,500**	CBA data, progress reports, report cards	State assessment data (STAAR, TELPAS), promotion/retention data
4 Required Federal	Promote parent and community involvement in TAOD (tobacco, alcohol and other drugs) and violence prevention programs/ activities.	☒ CNA ☒ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	SDFSC Campus Facilitator Principal Counselor	Title IV Funds SDFSC Staff Reg. IV Tobacco Prev. Spec Community Professionals	· Parent and Student Referrals & teacher referrals -Lesson Plans Weekly	-PEIMS 425 Incident Report ·Yearly analysis of · Prof. Dev. Evaluations ·Yearly analysis of Staff Survey

#	Activity/Strategy	Staff Dev Codes	Person(s) Responsible	Resources	Formative/Monitoring	Summative/Evidence
5 — Required, Federal	Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * No Place for Hate * CSHAC * Love and Logic	☒ CNA ☒ SRS ☒ QS ☒ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	SDFSC Campus Facilitator Principal Counselor Teachers Assistants	SDFSC Asst. Admin. Region IV Community Professionals Anti-Defamation League	· No Place for Hate activities · Assemblies on Bullying · CSHAC meetings	·Attendance Rosters ·PEIMS 425 Incident
6 — Required, Federal	(SPECIAL EDUCATION) · Monitor LRE ratio · Develop campus capacity to support inclusive programming for students with disabilities · Evaluate campus LRE ratio - Implementing the Levels of Support framework to ensure that each student with a disability in a regular education classroom has the additional instructional support he/she needs (co-teach, support facilitation, etc.)	☐ CNA ☒ SRS ☒ QS ☐ PD ☐ PI ☐ T ☒ TDA ☒ MTA ☐ AQT ☒ CSP	Campus LRE ratio per grading period Spec. Ed. Admin. Team	Principal Spec. Ed. Campus Support Staff		LRE campus ratio · LRE campus ratio annual report
7 — Required, Federal	Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	☒ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☒ 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 special ed students state testing results with respect to the percentage of students participating in each testing program and those mastering the test.
8 — Required, Federal	Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	☒ CNA ☐ SRS ☐ QS ☒ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☒ CSP	SpEd Instructional Specialist Speech Path., Diag., Diag. Teacher, Counselors Campus Administration	STAT Referral Action Plans & documentation Spec. Ed. Admin. Team Account./Research Dept. Conferences	Monitoring of ARD meetings and ARD and IEP documentation	* Check to see if all annual and transition ARDS occured within required timelines

#	Strategy	Codes	Staff Responsible	Resources	Formative Evaluation	Summative Evaluation
9 Required State and Federal	(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 iCoach and APs will support at-risk students by analyzing student data and helping organize supplemental Math and Reading interventions. Class sizes will be reduced in Science and Math by hiring one supplemental teacher in each area. A teacher aide in ISS will assist students academically who are having behavioral problems so they do not get behind.	☐ CNA ☒ SRS ☒ QS ☐ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principals APs iCoach	Supplemental Professional and Support Personnel paid through Title 1 (1 Math teacher, 1 Science teacher, and 1 Instructional Aide to assist at-risk students in ISS) **Total Title I Funds: $136, 629**	Classroom Observations Practice STAAR tests, CBAs Report Card 9 weeks Progress Reports	· STAAR ·TELPAS Reading ·End-of-year report cards
10 Required State and Federal	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) * At-risk students struggling in Math will be provided tutorial opportunities with Math teachers * High interest reading materials will be provided in ELA classroom libraries * Struggling students will be provided after school opportunities * Newcomer LEP students will be provided sheltered Science and Social Studies classes	☐ CNA ☒ SRS ☒ QS ☐ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☐ CSP	Principal APs iCoaches DCs Team Leaders Teachers	Summer School Spec. Ed teachers - Grant Funds LEP Funds	* Classroom Observations in academic and ESL classes * After-school tutorials * Practice STAAR tests, CBAs * Report Card 9 weeks * Progress Reports	· STAAR ·TELPAS Reading ·End-of-year report cards
11 Required Local	Develop, monitor, and evaluate campus volunteer/partnership programs that include: · recruitment · training/support · recognition of volunteers/partnerships	☒ CNA ☐ SRS ☒ QS ☐ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☒ CSP	Principal Assist. Prin. Campus Mentor/Volunteer liaison Campus Partnerships Liaison Campus Volunteer Liaison iCoach	Vol./Partnership Office Vol. Partners/Partnerships 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 of students served	·End-of- year increase in # of volunteers/partnerships from '11-'12 ·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

#		Description	Codes	Staff Responsible	Resources	Formative Assessment	Summative Assessment
12	Required / Federal	(Title II, A&D) Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Rigor & Relevance * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (see CIP Goal 1, Activities 1-7)	☒ CNA ☒ SRS ☐ QS ☒ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☒ CSP	Principal Assistant Principal Team leaders iCoach	Title I Funds: * Sheltered Strategies Training for all ELA, Science, and Social Studies teachers - Subs **$2400** * SBISD Vertical Writing Meetings - Subs **$400**	·Classroom Observations ·Record of teacher attendance at PD ·Progress Reports and 9-week Report Cards	·Summative Appraisals ·Teacher Survey ·Tripod Survey ·STAAR results
13	Required / Local	Teachers/Administrators/Staff will develop understanding of the the (a) *Professional Development Framework* and continue participation in professional development in the areas of *Teaching and Learning* and *Leadership for Results;* including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.	☐ CNA ☐ SRS ☐ QS ☒ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☒ CSP	Principal Assistant Principal Team leaders iCoach	iCoach DDI trained teachers	Calendar - Fall and Spring Eduphoria Reports Lesson Plans Appraisals - Fall and Spring Walk-thru documentation	End of Year Eduphoria Workshop Reports Summative Evaluations
14	Required / Federal	(New Teachers) Support new teachers and non-certified teachers including alternative certification teachers with ongoing mentoring and planning with certified staff. * All new teachers will be provided a mentor. * New teachers in core academic areas will be assigned a planning team and be supported by the team leader.	☒ CNA ☐ SRS ☐ QS ☒ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal & Asst. Prin. iCoach Teacher Mentors/Buddies	Experienced teacher mentors/buddies	· Team Leaders ·Team Meeting Minutes per meeting · Informal checkups with mentor teachers	·End-of-Year Mentor/Mentee Survey and/or Reflections

#	Strategy/Action	Codes	Staff Responsible	Resources	Formative Evaluation	Summative Evaluation
15 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 SBISD website, actively recruiting outstanding candidates, and by participating in job fairs.	☐ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☒ CSP	Principal Assist. Prin. Instructional Leadership Team Team Leaders Technology Team Classroom Teachers	iCoaches Teacher Mentors	Job Fairs- Spring District Website	·Quality of candidates interviewed ·Quality of candidates hired
16 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. * In order to build better parenting and teaching connections, the CIT decided to implement Love and Logic strategies and skills with faculty/staff and interested parents.	☒ CNA ☐ SRS ☒ QS ☒ PD ☒ PI ☐ T ☒ TDA ☒ MTA ☒ AQT ☒ CSP	Principal Assistant Principal CIT Leadership Team CIS Liaison	Love & Logic resources	·Agendas, Sign-Ins, Minutes per planning meeting ·Calendar, Agenda, Sign- Ins per training session	·Training evaluation · Parent evaluation or survey
17 Required State	Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction. The nurse , couselors and administartors join forces to assits any student in this situation. We also receive District support in this area.	☐ CNA ☒ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☒ MTA ☐ AQT ☒ CSP	SBISD School Age Parent Program Staff Campus Principal Campus nurse CIS SVS Campus guidance counselor Camous social worker	Campus budget allocation (general, Title funds)	benchmark/r eleased TAKS data, service logs, progress report, report cards, attendance/ completion data	Completion/ dropout data, graduation rate, attendance data, state student assesment data
18 Required State	(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) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. Teachers of G/T students are expected to attend 30 hours of G/T initial training and 6 hours of supplemental G/T training in one o fhtese areas each subsequent year.	☐ CNA ☐ SRS ☐ QS ☒ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal Assistant Principal G/T Administrator School Improvement Specialists Counselor GT Liaison	G/T Consultants Region IV G/T Dir. Houston Area Coop on G/T Differentiated Curriculum Conferences	Certificates of Attendance for G/T per session G/T Prof Dev. Sign-in per session Teacher walk through observations per each walk through DDI 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

#	Description	Codes	Staff Responsible	Resources	Formative / Evidence	Summative
19 Required State	(Gifted and Talented) Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	☒ CNA ☒ SRS ☐ QS ☒ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal Assist. Prin. iCoaches Classroom Teachers GT Liaison Counselor	Dir. of Adv. Acad, Studies G/TTeachers iCoach GT Liaison	Lesson Plans weekly Report Cards 9 weeks Curriculum outlines quarterly Benchmarks 9 weeks	·End of year report cards ·STAAR scores District or campus evaluation surveys
20 Required State	(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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.	☐ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☒ CSP	Principal Assist. Prin. Counselors District personnel	G/T Screening Proc. Manual TX State GT Educ. Plan Dir. Adv. Acad. Studies District Personnel Parents/Teachers/Staff	·Student nominationsper district GT calendar ·G/T participation rosters- per semester ·Ethnicity reports- per semester ·Screening results per Dist. calendar Student nominations Parent participation Sign-in sheets	·Student nominations per district GT calendar ·G/T participation rosters per semester ·Ethnicity reports per semester ·Screening results per district calendar Student nominations
21 Required State	Coordinated School Health (CSH) and CIP: After a campus health assessment completed by the CSHAC committee, it was determined that the focus area for this school year would be improving the overall health of students including dealing with childhood obesity, asthma, and other common students challenges.	☐ CNA ☐ SRS ☐ QS ☐ PD ☐ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	CSHAC Committee Members Principal CIT	CSHAC members District SCHAC members and materials	Looking at screening data provided School Nurse.	The rate of improvement as shown in the specific health related screenings performed by the SOMS clinic
22 Required 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	☒ CNA ☐ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☐ AQT ☒ CSP	Principal AP CIT CIS Counselor	Dr. Eloise Hambright-Brown External Funding Compliance Department	Flyers Agendas Sign-in sheets Parent Compact Parent Involvement Policy	Final revised Parent Compact Final revised Parent Involvement Policy

#	Activity	Checkboxes	Person(s) Responsible	Resources/Funding	Evidence/Artifacts	Evaluation
23 Required Federal	Increase parent attendance at Title I Annual Meeting. *Provide translation services at all meetings including Report Card Pickup Night and Open House. *Ensure that all parents are notified and have opportunity for input on: · standards and goals · parents' rights' · curriculum · School Report Card .	☒ CNA ☒ SRS ☐ QS ☐ PD ☒ PI ☐ T ☐ TDA ☐ MTA ☒ AQT ☒ CSP	Principal AP Counselor CIS	Lawanda Coffee External Funding Compliance Department Title I Funds: Supplemental Pay **$1680** Materials and Supplies **$675**	Flyers Agendas Sign-in sheets Minutes	Parent Survey
24	Provide accelerated instruction for struggling learners in core content areas. See Objective 2, Activity 2 for details in how struggling students are supported.	☒ CNA ☒ SRS ☒ QS ☐ PD ☐ PI ☐ T ☒ TDA ☒ MTA ☐ AQT ☐ CSP	See Objective 2, Activity 2	See Objective 2, Activity 2	See Objective 2, Activity 2	See Objective 2, Activity 2
25	Provide professional development to enhance student achievement in the core content areas.	☒ CNA ☒ SRS ☐ QS ☒ PD ☐ PI ☐ T ☒ TDA ☐ MTA ☐ AQT ☒ CSP	Principal APs iCoaches DCs Teachers (see Objective 9, Activity 12)	Title I Funds: (see Objective 9, Activity 12)	Documentation of PD (see Objective 9, Activity 12)	(see Objective 9, Activity 12)