



Sory Elementary School

Campus Improvement Plan

2008-09

Sory students will become successful citizens through experiences that are challenging, stimulate reflective thought and involve real-world applications of skills and knowledge.



Goal 1: Improve the academic achievement/performance of all students.

Correlates with:

District Goals			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
10) Technology			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

Indicator: TAKS Reading

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Strategies

Goal 1 - Strategy 1		Focused Data Analysis	
Leader(s): Campus Administrators		Brief Description: Analyze and respond to student data at the campus, classroom, and individual student level.	
Leader Progress Report Dates: Ongoing		Evaluation Benchmark: Student data	
Resources Required:	FTE's Required:	Source of Funds:	Amount
INOVA	Number of FTE's: None	None	\$0.00
Campus Admin. Staff	None		\$0.00
Central Office	Cost: None		
Computers			
C-Scope Unit Assessments			
DIBELS			
AIMSWeb			
Eduphoria Aware			
TPRI/Tejas Lee			
Outside Consultant			
SISD Checkpoints			
Staff			
Teachers			
TELPAS			
Time			
District Coordinator			

Goal 1 - Strategy 1 Focused Data Analysis													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
Analyze and disaggregate data at the campus/classroom/individual student level to determine the needs of each student and to develop individualized goals.	Campus Admin., Team Leaders, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Participate in vertical and horizontal team planning sessions focusing on instructional strategies which target weak areas as determined through data analysis.	Campus Admin., Team Leaders, and Teachers	X		X	X	X	X	X	X	X	X	X	X
Participate in Instructional Progress Conversations on a campus and district level.	Campus Admin., Instr. Coord., & Teachers	X			X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		Curriculum	
Leader(s): Campus Administrators		Brief Description: Implement an aligned curriculum and assessment program that is standardized, rigorous, data-driven and technologically infused.	
Leader Progress Report Dates: Daily		Evaluation Benchmark: Lesson Plans Classroom Observations Student Performance Data	
Resources Required:		FTE's Required:	
Contract Service	Number of FTE's: None	Source of Funds:	
AIMSWeb	None	General Budget	Amount
District Staff	Cost: None	Title Budget	\$8,000.00
District Coordinator			\$5,000.00
District Admin. Staff			
DIBELS			
Custodial/Maint. Dept.			
Guest Speaker			
C-Scope Curriculum			
INOVA			
Computers			
Community Speaker			
Community Leader			
Child Nutrition Dept.			
Central Office			
Campus Admin. Staff			
Audio Visual Equipment			
C-Scope Unit Assessments			
SISD Checkpoints			
			\$13,000.00

Goal 1 - Strategy 2 Curriculum													
Transportation Dept. TPRI/Tejas Lee Time TELPAS Teaching Aids Teachers Eduphoria Aware Staff Volunteer Support School Library School Commons Area Parent Support Outside Consultant Local Bus. Leader Library Instructional Coordinator Supplies													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Monitor the implementation of the SISD Scope & Sequence for Reading, Language & Social Studies and C-Scope for Math and Science for all students.	Campus Administrators, Team Leaders & Teachers	X		X	X	X	X	X	X	X	X	X	X
Increase technology integration as an instructional and assessment tool.	Campus Administrators, Tech Specialist, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Differentiate instruction to meet the needs of all students.	Campus Administrators,	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 Curriculum		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	a	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	p	y
	Teachers, & Service Provide												
Coordinate campus reading programs with the Texas Reading Initiative through the use of pre- and post- reading benchmarks.	Campus Administrators & Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue implementation of the Write From The Beginning program.	Campus Administrators, WFTB Trainers, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue providing support to the core reading curriculum by implementing strategies through Guided Reading as well as integration of the Accelerated Reading program and AR incentives.	Campus Admin., Teachers	X		X	X	X	X	X	X	X	X	X	X
Implement a Bilingual program that supports our Spanish-speaking students. Ensure that appropriate instructional programs and supports are in place to help them be successful in learning as well as progressing in the English and Spanish languages.	Campus Admin., SISD Directors, BiLingual Tchrs.	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3 Interventions			
<p>Leader(s): Campus Administrators</p> <p>Leader Progress Report Dates: Ongoing</p>	<p>Brief Description: Provide appropriate interventions to meet individual student needs and decrease achievement gaps.</p>	<p>Evaluation Benchmark: Intervention Plans</p>	
<p>Resources Required: Parent Support Audio Visual Equipment Campus Admin. Staff Child Nutrition Dept. Computers C-Scope Unit Assessments DIBELS District Coordinator District Staff Eduphoria Aware INOVA AIMSWeb Outside Consultant Volunteer Support SISD Checkpoints Staff Supplies Teachers Teaching Aids</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: ARI/AMI Funds</p>	<p>Amount</p> <p>\$11,000.00</p> <hr/> <p>\$11,000.00</p>

Goal 1 - Strategy 3 Interventions																																																	
TELPAS Time Title Teachers TPRI/Tejas Lee Transportation Dept. Instructional Coordinator																																																	
Timeline																																																	
Activity	Person(s) Responsible																																																
	<table border="1"> <thead> <tr> <th>J</th> <th>J</th> <th>A</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> <th>F</th> <th>M</th> <th>A</th> <th>M</th> </tr> <tr> <th>u</th> <th>u</th> <th>u</th> <th>e</th> <th>c</th> <th>o</th> <th>e</th> <th>a</th> <th>e</th> <th>a</th> <th>a</th> <th>a</th> </tr> <tr> <th>n</th> <th>i</th> <th>g</th> <th>p</th> <th>t</th> <th>v</th> <th>c</th> <th>n</th> <th>b</th> <th>r</th> <th>p</th> <th>r</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> </table>	J	J	A	S	O	N	D	J	F	M	A	M	u	u	u	e	c	o	e	a	e	a	a	a	n	i	g	p	t	v	c	n	b	r	p	r												
J	J	A	S	O	N	D	J	F	M	A	M																																						
u	u	u	e	c	o	e	a	e	a	a	a																																						
n	i	g	p	t	v	c	n	b	r	p	r																																						
Utilize Response to Intervention (Rtl) to support students in the general education setting with interventions necessary for Reading, Mathematics, and/or behavior through specific plans for targeted students, utilizing input from the campus/grade-level III-Tier Student Intervention Team.	Campus Admin., Teachers, Special Service Providers																																																
Implement the III-Tier Reading Intervention Model in First & Second Grades through the Region X Grant.	Campus Admin., Gr. 1&2 Tchrs., Rdg. Curr. Coord.																																																
Provide ESL services to assist ELL students to become fluent English speakers.	Campus Admin., LPAC, ESL Teacher, Clsrm. Tchrs.																																																
Continue the use of Reading Recovery to support First Grade students in need of a III-Tier Reading Intervention.	Campus Admin., RR Teachers, 1st Gr. Teachers																																																
Provide Language Science program utilizing MTA (Multi-Sensory Teaching Approach) for students qualifying for Dyslexia services. This is also considered a Third Tier Intervention and requires a 504 Plan.	Campus Admin., L.S. Teacher, Clsrm. Tchrs.																																																
Provide appropriate interventions for students that are at-risk and/or designated as targeted for Title I.	Campus Admin, Teachers, Tutors, Spec. Serv. Prov.																																																
Provide Content Mastery Class (CMC) assistance for any	Campus Admin.,																																																

Goal 1 - Strategy 3 Interventions		J	J	A	S	O	N	D	J	F	M	A	M
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
student in need of small group instruction, testing, or re-teaching.	Teachers, CMC Staff												
Develop Individual Education Plans (IEP's) through the ARDC process for students who qualify for Special Education Services. Students will be supported in a variety of settings appropriate to each child's IEP, which could include Resource Class, Regular Ed. Inclusion, Special Educ. Counseling Services, OT, PT, Speech & Language, and/or CMC. This could also include students in need of Life Skills, Functional Academics, or Medically Fragile classroom self-containment.	Campus Admin., Diagnostician, Tchrs. & Serv. Prov.	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 4		Attendance											
Leader(s): Campus Administrators Leader Progress Report Dates: Ongoing	Brief Description: Increase student achievement through improved attendance rate.	Evaluation Benchmark: Attendance records											
Resources Required: Teachers Staff Parent Support Central Office Campus Admin. Staff	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: General Budget Sory PTA	Amount \$500.00 \$500.00 <hr style="width: 100%;"/> \$1,000.00										
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
Provide incentives and rewards for student attendance including special awards, prizes, and recognition at assemblies.	Campus Administrators and Teachers	X			X	X	X	X	X	X	X	X	X
Encourage attendance of all students by keeping parents and students informed of the State Compulsory Attendance Law through frequent communication.	Campus Administrators, Attendance Clerk, Teachers	X		X	X	X	X	X	X	X	X	X	X

Goal 2: Develop mechanisms to ensure continuous improvement of campus instruction.

Correlates with:

District Goals			
2) Continuous Improvement of Instruction			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Indicator: TAKS Reading

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Indicator: TAKS Math

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
African American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Economically Disadvantaged	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Hispanic	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
White	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Special Ed.	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
LEP	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Native American	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Asian	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Male	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Female	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Bilingual/ESL	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
At Risk	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
GT	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009
Title I	TBD%	2008	≥ 90%	2013-14	≥ 90%	2009

Strategies

Goal 2 - Strategy 1		Staff Recruitment and Hiring														
Leader(s): Campus Administrators		Brief Description: Conduct a campus needs assessment, research, recruit, and hire the highest quality staff.					Evaluation Benchmark: PDAS Professional Development									
Leader Progress Report Dates: Ongoing																
Resources Required:		FTE's Required:			Source of Funds:								Amount			
Transportation Dept.		Number of FTE's: None			None								\$0.00			
Time		None											\$0.00			
Teachers		Cost: None														
Staff																
Outside Consultant																
District Staff																
District Coordinator																
District Admin. Staff																
Computers																
Central Office																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	p	a
					n	i	g	p	t	v	c	n	b	r	r	y
Campus administration will seek faculty input, attend job fairs,		Campus Administrators			X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 1 Staff Recruitment and Hiring		J	J	A	S	O	N	D	J	F	M	A	M
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
and utilize SISD hiring procedures and TEAMS information to hire highly qualified faculty and staff members that meet specific campus needs.													

Goal 2 - Strategy 2		Develop and Retain the Highest Quality Staff															
Leader(s): Campus Administrators		Brief Description: In order to develop and retain the highest quality staff, opportunities and encouragement for professional development, leadership, and collaboration will be provided for all staff.					Evaluation Benchmark: PDAS Staff Development Records										
Leader Progress Report Dates: Ongoing																	
Resources Required:		FTE's Required:			Source of Funds:						Amount						
Time		Number of FTE's: None			ARI/AMI Funds						\$2,500.00						
Teachers		None			General Budget						\$8,000.00						
Staff		Cost: None			Title Budget						\$6,000.00						
District Staff											<hr/>						
District Coordinator											\$16,500.00						
District Admin. Staff																	
Contract Service																	
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	p	a
						n	i	g	p	t	v	c	n	b	r	r	y
In order to retain highly qualified staff, we will support teachers new to the district in meeting SISD expectations through monthly district induction meetings and assigning campus mentors.		Campus Admin., Dir. Of Staff Devel., Mentors						X	X	X	X	X	X	X	X	X	X
Teachers new to the district will receive frequent monitoring by an administrator through in-class evaluations and walk-throughs,		Campus Admin.				X		X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Develop and Retain the Highest Quality Staff											
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
which will be followed by a follow-up session.													
Develop and support Professional Learning Communities throughout the campus to improve student achievement.	Campus Admin., PLC Leaders, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Professional development opportunities will be provided, encouraged, and implemented for all faculty and staff members, ensuring that state, district, and campus goals, targets, and initiatives are represented.	Campus Admin., C & I Team, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3: Increase opportunities to build and strengthen parent, community and business partnerships and enhance campus communication with all stakeholders.

Correlates with:

District Goals			
3) Partnerships	4) Communication		
State Objectives			
1) Partnering Parents with Educators	6) School Personnel	7) Student Performance	8) School Environment
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations

Strategies

Goal 3 - Strategy 1		Communication																
Leader(s): Campus Administrators		Brief Description: Increase positive interactions with parents and community members.						Evaluation Benchmark: Spring Survey										
Leader Progress Report Dates: Spring 2009 Ongoing																		
Resources Required:		FTE's Required:				Source of Funds:				Amount								
Volunteer Support		Number of FTE's: None				None				\$0.00								
Time		None								\$0.00								
Teachers		Cost: None																
Supplies																		
Staff																		
Parent Support																		
District Staff																		
District Coordinator																		
Computers																		
Central Office																		
Campus Admin. Staff																		
Audio Visual Equipment																		
Timeline																		
Activity	Person(s) Responsible						J	J	A	S	O	N	D	J	F	M	A	M
							u	u	u	e	c	o	e	a	e	a	a	a
							n	l	g	p	t	v	c	n	b	r	r	y

Goal 3 - Strategy 1 Communication													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Involve parents in a school-wide effort to improve students' academic success through communication, including contacts (i.e. phone calls, visits), conferences, newsletters, email updates and announcements.	Campus Administration and Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Continue to send grade reports to parents at 3-week intervals and technology competency reports each semester.	Campus Administration and Teachers	X			X	X	X	X	X	X	X	X	X
Be proactive in marketing the campus by supplying positive relations and information via public communication venues, such as the newspaper, district newsletters, flyers, advertisements, and television.	Campus Admin., Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize available technology to relay information and to foster involvement and communication through a Campus Web Page and individual teacher/class web pages, as well as parent access to the SISD online gradebook viewer.	Campus Admin., Campus Tech Spec., & Trained Tchrs.	X	X	X	X	X	X	X	X	X	X	X	X
Pre-Kindergarten teachers will conduct in-home visits prior to the beginning of school. All teachers will provide at least one positive phone call/visit for each student within the first 3 weeks of school.	Teachers												

Goal 3 - Strategy 2 Build and Strengthen Partnerships			
Leader(s): Campus Administrators		Brief Description: Sory will foster a sense of outstanding community involvement and school volunteerism as we strengthen previous partnerships and build new ones.	
Leader Progress Report Dates: Ongoing		Evaluation Benchmark: Honorable Husky Support High Volunteer Rate Community and Parent Involvement	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Library	Number of FTE's: None	Camp. Activity Fund Budget	\$750.00
Central Office	None	General Budget	\$0.00
Child Nutrition Dept.	Cost: None	Sory PTA	\$3,500.00
Community Leader			\$4,250.00
Community Speaker			
Computers			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
Campus Admin. Staff			
Guest Speaker			
Volunteer Support			
Local Bus. Leader			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			

Goal 3 - Strategy 2		Build and Strengthen Partnerships											
Time													
District Staff													
Timeline													
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
We will implement Sory's Customer Care Expectations in order to provide positive interactions with all stakeholders of the campus and district.	Campus Admin., Office Staff, Teachers	X		X	X	X	X	X	X	X	X	X	X
Parent and community involvement will increase through positive communication and conferences, invitations for mentoring and special events, and involvement in parent and community outreach training that will inform and reinforce stakeholders knowledge for academic support.	Campus Admin., Counselor, Teachers, PTA	X		X	X	X	X	X	X	X	X	X	X
Sory will develop and implement the Honorable Husky program, which will include maintaining and building community and business partnerships through the PTA to support character development and fund incentives to celebrate student success as well as campus programs and professional development.	Campus Admin., Counselor, PTA, HH Plng. Team, Tchr	X		X	X	X	X	X	X	X	X	X	X
Sory will implement the D.O.G.S. (Dads of Great Service) Program to foster involvement of fathers in the school. Fathers will sign up, follow the SISD volunteer process, then will receive a "DOGS" t-shirt and be on campus various days to welcome students to school and wish them a great day.	Campus Admin., Sory PTA	X		X	X	X	X	X	X	X	X	X	X

Goal 4: Provide a safe and welcoming environment for students, staff and community.

Correlates with:

District Goals			
1) Student Achievement	2) Continuous Improvement of Instruction	3) Partnerships	4) Communication
State Objectives			
5) Prepare Students	6) School Personnel	8) School Environment	
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	7) Home-School Relations		

Strategies

Goal 4 - Strategy 1		Crisis Management														
Leader(s): Campus Administrators		Brief Description: Implement crisis management plan.					Evaluation Benchmark: Drill Logs									
Leader Progress Report Dates: Monthly																
Resources Required:		FTE's Required:			Source of Funds:					Amount						
Volunteer Support		Number of FTE's: None			General Budget					\$1,000.00						
Time		None								\$1,000.00						
Teachers		Cost: None														
Staff																
School Library																
School Commons Area																
Parent Support																
Guest Speaker																
District Coordinator																
Custodial/Maint. Dept.																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	a	a
					n	i	g	p	t	v	c	n	b	r	r	y
All campus staff will wear a district-issued SISD picture		Campus Administrators			X		X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 1 Crisis Management													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
identification badge.	and All Staff												
A Crisis Management Team will be in place to review current emergency management policies and procedures. This team will also make necessary revisions to the current Emergency/Crisis plan and will disseminate information and/or train the staff and students regarding the plan.	Campus Admin., Crisis Mngt. Team, Teachers	X		X	X	X	X	X	X	X	X	X	X
The campus Crisis Management Plan will have specific plans in place for Fire Evacuation, Severe Weather, and Campus Lock-Down procedures and practice drills/rehearsals will be conducted periodically.	Campus Admin., Crisis Mngt. Team, Teachers	X		X	X	X	X	X	X	X	X	X	X
Safety programs will be presented to students by the Sherman Police Dept. and the Sherman Fire Dept. in order to be proactive in teaching students appropriate ways to prevent and/or react to various emergency situations, both at school and at home.	Campus Admin., Sherman Fire & Police Dept., Tchrs.				X	X	X	X	X	X	X	X	X
The campus nurse serves as a certified CPR instructor and will provide training to key campus staff members.	Campus Administrators, Campus Nurse	X		X	X	X	X	X	X	X	X	X	X
An Automated External Defibrillator (AED) unit is available in the main hallway. The campus nurse is certified to train others, in which key staff members will be trained.	Campus Administrators, Campus Nurse	X		X	X	X	X	X	X	X	X	X	X
Key staff members will become certified in or maintain certification for Nonviolent Crisis Intervention through CPI (Crisis Prevention Institute). A core team will be established as first responders for use of CPI techniques on campus. The core team will have certification in CPI as well as have training in TBSI (Texas Behavioral Support Initiative).	Campus Administrators, CPI Trained Staff	X		X	X	X	X	X	X	X	X	X	X
All exterior entrances to the building will be locked during the school day, except the front entrance. A Security Vestibule will be utilized at the front entrance in which all visitors that enter will be greeted personally, asked for ID, and will be signed-in and issued a Visitor's Badge by a campus staff member. Only	Campus Admin., Office Personnel, Teachers & Staff	X	X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 1		Crisis Management											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
approved visitors will be granted access through the security doors.													
An indoor and outdoor security camera system will be utilized to monitor areas of the building for safety management.	Campus Admin., District Admin.	X	X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 Welcoming Environment			
Leader(s): Campus Administrators	Brief Description: Create an atmosphere that is conducive to learning and that fosters collaboration.	Evaluation Benchmark: Spring Survey Discipline Records PDAS	
Leader Progress Report Dates: Spring 2008 (survey) Daily Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
School Library	Number of FTE's: None	Camp. Activity Fund Budget	\$1,000.00
Campus Admin. Staff	None	General Budget	\$1,000.00
Child Nutrition Dept.	Cost: None	Special Grant	\$4,500.00
Custodial/Maint. Dept.		Sory PTA	\$500.00
District Admin. Staff			<hr/> \$7,000.00
District Coordinator			
District Staff			
Guest Speaker			
Library			
Audio Visual Equipment			
School Commons Area			
Computers			
Staff			
Supplies			
Teachers			
Teaching Aids			
Time			
Volunteer Support			

Goal 4 - Strategy 2 Welcoming Environment													
Community Leader Community Speaker Parent Support													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
A commitment has been made by staff members, students, and parents to ensure a welcoming environment to anyone entering our campus. We will strive to keep the school clean, inviting to children and all visitors, and to show pride in our campus.	Campus Admin., Custodial Crew, All Staff	X		X	X	X	X	X	X	X	X	X	X
Continue campus Guidance & Counseling Program, which will foster a passion for excellence in learning for students, while guiding students to make appropriate choices regarding self-responsibility and maintaining positive character traits.	Campus Admin., Counseor, Teachers	X		X	X	X	X	X	X	X	X	X	X
Implementation of the Honorable Husky Program will provide incentives and rewards for students' academic, behavioral, and character successes through student celebration assemblies. All students have the opportunity to earn awards, prizes, and recognition at assemblies and each day on morning announcements.	Campus Admin., MM Planning Comm., All Staff	X		X	X	X	X	X	X	X	X	X	X
All students will be provided exposure to the arts, including Music and Art, through Theatricks performances, PTA Cultural Arts Reflections Program, grade-level musical performances in which all students participate throughout the year, Authentic American Indian Dance Performance, and students' artwork will be displayed in the school corridors as well as the SISD Central Office.	Campus Admin., Music & Art Teachers	X		X	X	X	X	X	X	X	X	X	X
In an effort to implement a Positive Behavioral Support System, all students have the opportunity to earn "Husky Bucks" from any staff member. Students will accumulate their earned Husky Bucks and will be allowed to redeem them for special incentives.	Campus Admin., All Staff	X			X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 Welcoming Environment		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	r	y
The Campus Discipline Committee will continue to review and revise the school-wide discipline plan, then disseminate information and train the staff and/or students on any revisions. The entire staff will continue to train students on the "H-U-S-K-Y" traits and "Husky Expectations", which communicate positive, expected behaviors in various common areas of the school and in class.	Campus Admin., Discipline Comm., All Staff	X		X	X	X	X	X	X	X	X	X	X
Frequent inspections of the campus physical plant will be conducted on a regular basis to ensure a safe and welcoming environment.	Campus Admin., Custodial Staff	X	X	X	X	X	X	X	X	X	X	X	X
The campus CATCH committee will implement a CATCH Program with activities and events to ensure awareness of maintaining good health and nutrition.	Campus Admin., CATCH Comm., Teachers	X		X	X	X	X	X	X	X	X	X	X
Third and Fourth Grade students will have the opportunity to participate in Student Council. These students will be responsible for community outreach/service projects throughout the year as well as morning announcements for the majority of the year. They will serve as positive role models for other students and will be "greeters" at school special events.	Campus Admin., Stu. Co. Tchr. Reps					X	X	X	X	X	X	X	X