

Approved: May 28, 2009
Monies Not Approved by CEIC

Agua Dulce Independent School District

SECONDARY CAMPUS IMPROVEMENT PLAN 2010-2011

Mission Statement

Agua Dulce Independent School District will ensure a quality education for all students in order that they become productive citizens that are successful in all of life's endeavors.

CAMPUS EDUCATION IMPROVEMENT COMMITTEE

Guadalupe Martinez, Principal – Chairperson

Rachel Vardeman, District Counselor

Laura Valls (10-11, 11-12)
Rachel Vardeman (10-11)

Classroom Teacher – CEIC Elected Professional
CEIC Elected Non-teaching Professional

Albert Byrum, Classroom teacher
Megan Austin, Classroom teacher
Elizabeth Walleck, Classroom teacher
Terrie Whitley, Classroom teacher
Marshawn Herron, Classroom teacher
Jeff Hilliard, Classroom teacher
Juan Garza, Custodian
Yolanda Hinojosa, Secretary
Michael Long, Classroom Teacher

Alma Lopez, Instructional Aide
Sammie Richardson, Classroom Teacher
Alex Santos, Classroom Teacher
Lydia Byrum, Classroom Teacher
Jodie Brekke, Technology Co-coordinator
Laura Valls, Classroom Teacher
Toby Tomlin, Classroom Teacher
Ricardo Vives, Classroom Teacher
Tom Sorrel, District Technology director
Amy Perez, Classroom teacher

Parents

Mrs. Karen Lopez

**BUSINESS/COMMUNITY
MEMBERS**

Mrs. J. Goode

STUDENT MEMBERS

Vision Statement

Agua Dulce Independent School District will strive to be a magnet district that produces successful citizens for today's society.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

School Board/District Goals

Adopted by
Agua Dulce ISD School Trustees

The following goals were developed by school trustees at the special school board meeting on Monday, January 11, 2010. These goals should be incorporated into the 2010-2011 District/Campus Improvement Plan and serve as a guide for planning and evaluation of the effectiveness of the school district.

1. The district will improve student annual performance in all areas of academic assessment as measured by such instruments as AEIS and AYP reports.

District Indicators:

- Continue Vertically and Horizontally meetings to align curriculum
- Network with other schools to investigate ways to increase student achievement
- Continue with increased visibility of principal in the classroom
- Continue to focus attention on all sub group scores
- Monitor strategies and activities identified in campus/district plan
- Improve ELA/Reading, Writing, Math, Social Studies and Science TAKS scores
- Continue substitute teacher orientation
- Continue reports to school board

ESEA Goals

By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment. *

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment. *

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 *

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2. *

All students will graduate from high school.

Performance indicator The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

2. The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.

District Indicators:

- Align curriculum to TEKS and TAKS
- Explore possibilities of additional vocational programs
- Increase participation in the distinguished achievement program
- Continue to explore possibilities of implementing the music curriculum
- Offer advanced, as well as, regular courses to all students

District Indicators:

- Continue utilization of technology in all grade levels
 - Continue use of the district website for communication
- Increase use of technology by the staff

3. The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.

District Indicators:

- Maintain competitive salary schedule
- Provide professional staff development plan
- Continue to improve upon teacher morale
- Recognize teachers

ESEA Goal

By 2005-06, all students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119(c) and (d)]

Performance Targets

Performance targets define the progress the STATE expects to make at specified points in time with respect to each indicator as determined by the Texas Education Agency (TEA), effective July 1, 2004 for the 2004-2005 school year.

4. The district will improve communication between administrators, staff, and community.

District Indicators:

- Explore ways to get parents and community involved
- Continue with Elementary/Secondary Family Academic activities
- Continue visibility in community by the board, the superintendent, faculty and staff at school related functions

5. The district will maintain a balanced budget of a 65/35% ratio.

District Indicators:

- Pay bills
- Stay within budget parameters as established by the board
- Continue oversight and good management of district funds

6. Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education.

District Indicators:

- Enforce the Standardized Dress Code for all students
- Continue drug testing/contraband dog
- Continue safety programs for students
- Review the Crisis Management Plan
- Continue with counseling program in crisis situation
- Monitor transportation and facility safety
- Look at ways to expand the current counseling program

ESEA Goal

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

Comprehensive Needs Assessment

Agua Dulce Secondary School conducted a comprehensive needs assessment based on AEIS data, including TAKS, SDAA, RPTE performance, attendance rates, dropout rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were parental involvement records, safe and drug-free schools and community evaluation, federal program guidelines, and district policies. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area and objectives. Agua Dulce Independent School District includes two Title I Schoolwide campuses. Agua Dulce Secondary School is a Title I School wide Campus with 51.595% economically disadvantaged students.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

Surveys were disseminated to faculty, staff and parents, including business and community representatives serving on the District Education Improvement Council and the Campus Improvement Committees. The campus improvement plan from the 2009-2010 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2010-2011 campus improvement plan includes all identified priority needs.

Title I Schoolwide Planning Components

- 14.01 Comprehensive Needs Assessment**
- 14.02 Reform Strategies**
- 14.03 Highly Qualified Staff**
- 14.04 Professional Development**
- 14.05 Strategies for Attracting Highly Qualified Staff**
- 14.06 Parental Involvement**
- 14.07 Early School Transition**
- 14.08 Teachers Involved in Assessment Decisions and/or Use of Assessment Data**
- 14.09 Timely Assistance/Early Intervention**
- 14.10 Coordination and Integration of Local, State, and Federal Programs/Services**

Goal #1

The district will improve student annual performance in all areas of academic assessment as measured by such instruments as AEIS and AYP reports.

2009-2010 Accountability Standards

All student groups taking the TAKS reading, English language arts (ELA) math, writing, social studies, and science tests will meet or exceed the 90% passing for a rating of Exemplary.

Student attendance for the district will meet or exceed the 96% state standard for attendance. The high school dropout rate will decrease from 2010 to maintain the standard in 2011. The high school completion rate will meet or exceed the 95% standard for a rating of Exemplary.

District Indicators

- **Continue Vertical and Horizontal meetings to align curriculum**
- **Network with other schools to investigate ways to increase student achievement**
- **Continue with increased visibility of principal in the classroom**
- **Continue to focus attention on all sub group scores**
- **Monitor strategies and activities identified in campus/district plan**
- **Improve ELA/Reading, Writing, Math, Social Studies and Science TAKS scores**
- **Continue substitute teacher orientation**
- **Continue reports to school board**

All student groups taking the TAKS reading, writing, and math tests will achieve 100% passing by the year 2007.

Summative Evaluation: **Teacher database, TEKS checklist for bubble students, student portfolios, TAKS scores, SDAA scores Student Reading Logs, Appraisal Logs, report cards, schedules, Annual ARD minutes, TPRI, Grade 3 and 5 Promotion/Retention rate, attendance rate**

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Continue Vertical and Horizontal meetings to align curriculum</p> <ul style="list-style-type: none"> • Campus will hold a minimum of two vertical and horizontal faculty meetings. • Revise campus curriculum guides in English Language Arts, Math, Science, and Social Studies. • C-SCOPE in all core area 	<p>Principal</p> <p>Teachers</p>	<p>TEKS</p> <p>TAKS Alignment \$2000 AARA</p>	<p>School calendar</p> <p>Faculty Meeting sign in sheets Curriculum Guides</p>	<p>Quarterly</p>
<p>Network with other schools to investigate ways to increase student achievement</p> <ul style="list-style-type: none"> • Compare and contrast instructional strategies for improvement of student performance • Visits to other district throughout the state 	<p>Principal</p> <p>Principal/Staff</p>	<p>TEA Comparison Report</p> <p>\$2,500</p>	<p>School calendar</p> <p>Faculty meetings (Summary reports from school visits)</p>	<p>Semester</p>
<p>Continue with increased visibility of principal in the classroom</p> <ul style="list-style-type: none"> • The principal will conduct daily walkthroughs and weekly observations. 	<p>Principal</p>	<p>Principal Teachers</p>	<p>Administrative Meetings</p> <p>Principal's logs</p>	<p>Weekly</p> <p>Daily</p>
<p>Continue to focus attention on all subgroup scores</p> <ul style="list-style-type: none"> ▪ Disaggregate student data by grade level and subject area and focus instruction and special programs on weaknesses below 90% answered correctly <p><u>Reading, Writing, and ELA</u></p> <p><u>Math -:</u></p> <p><u>Science</u></p> <p><u>Social Studies</u></p>	<p>Principal</p> <p>Curriculum Director</p>	<p>TAKS Summary Reports</p> <p>Accelerated Reading Program</p> <p>Library Media</p> <p>Title V Innovative funds</p> <p>Elective classes</p> <p>TAKS class</p> <p>Compass Learning</p>	<p>Benchmark charts Teacher/student reviews</p> <p>Release tests</p>	<p>August, December, March</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Improve ELA/Reading, Writing, Math, Science, and Social Studies TAKS scores</p> <ul style="list-style-type: none"> The campus will provide students with opportunities to have cross-curriculum in ELA/reading, math, science, and social studies activities AR emphasis Expand AP course selection to include English, math, science, and Social Studies in 2008 and beyond Expand PAP course selection to include English, math, science, and social studies in 2008 and beyond 	<p>Principal, Teachers</p>	<p>Classroom teachers</p> <p>Staff development</p> <p>Computer lab</p>	<p>Benchmark tests</p> <ul style="list-style-type: none"> Teacher/student review <p>AP and PAP Institute certificates</p>	<p>August, December, March</p>
<p>Continue substitute teacher orientation</p> <ul style="list-style-type: none"> Substitute teachers will be provided with handbooks and trained in the expectations of the district. 	<p>Principal</p>	<p>Substitute teacher handbook</p> <p>District policy</p>	<p>Orientation agenda, minutes, sign-in sheets.</p>	<p>Quarterly</p>
<p>Continue reports to school board</p> <ul style="list-style-type: none"> Administrative team will prepare reports for board meetings: Special Programs Curriculum Student Academic Progress Student Attendance Dropout/Leaver Audit Discipline referrals/placement School Activities 	<p>Principal</p>	<p>Administrative Team</p> <p>Secondary Campus information</p>	<p>Board meetings, agendas, minutes, sign-in sheets</p>	<p>Monthly</p>

Goal #2:

The district will provide innovative, technology-driven, and research-based instruction and strategies, resulting in engagement and success for all students.

District Indicators

- **Align curriculum to TEKS and TAKS**
- **Explore possibilities of additional vocational programs**
- **Increase participation in the distinguished achievement program**
- **Continue to explore possibilities of implementing the music curriculum**
- **Offer advanced, as well, as regular courses to all students**
- **Continue utilization of technology in all grade levels**
- **Continue use of the district website for communication**
- **Increase use of technology by staff**

Summative Evaluations: Membership and attendance rosters, Campus website, Technology Plan, TAKS scores, Website access hits

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Align the curriculum to TEKS and TAKS <ul style="list-style-type: none"> • Update curriculum guides to ensure that all students have the opportunity to be successful 	Principal Teachers	TEKS TAKS Standards	Curriculum Meetings, agendas, minutes, sign-in sheets	Quarterly
Explore possibilities of additional vocational programs <ul style="list-style-type: none"> • Expand the CATE curriculum to include additional courses and to enhance current coherent sequences (Career Pathways) 	Principal Vocational and Business Teachers Counselor	Tech-Prep Consortium College Counselors	Contact logs Course description books	Semester

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Increase participation in the distinguished achievement program</p> <ul style="list-style-type: none"> • Monitor students pursuing the DAP to ensure success in meeting all requirements • Provide increased opportunities to acquire the “measures” required by the DAP. • Meet the state standard for SAT/ACT testing. (ACT=24 and SAT=1110) • Increase the percent of students taking the SAT/ACT from 84% to 90% by providing the opportunity to take the test one time paid for by the district during their high school years. • Increase the percent of students scoring above their previous year’s score • Inform juniors and seniors that the top 10% of the graduating class will receive automatic admission to state colleges and universities. • Provide sources of information on higher education admissions and financial aid opportunities 	<p>Principal Counselor</p>	<p>Pre-registration forms DAP Requirements (4-year plan) \$4,000</p>	<p>AP Class enrollment Dual-credit enrollment Registration for SAT/ACT</p>	<p>6 weeks Semester Registration calendar</p>
<p>Continue to explore possibilities of implementing the music curriculum</p> <ul style="list-style-type: none"> • Hire a choral director • Schedule students – grades 6 – 12 	<p>Principal Counselor</p>	<p>Job Fairs Internet Newspaper</p>	<p>Recruitment log/applications</p>	<p>May 2009</p>
<p>Offer advanced, as well as, regular courses to all students</p>	<p>Principal Counselor</p>	<p>Course description book</p>	<p>Master schedule Pre-registration Class rosters</p>	<p>May 2009 March 2009 August 2008/Januray 2009</p>

Goal #3

The district will provide highly qualified staff, continuing to develop them through appropriate staff development and support.

District Indicators

- **Maintain competitive salary schedule**
- **Provide professional staff development plan**
- **Continue to improve upon teacher morale**
- **Recognize teachers**

Summative Evaluation: personnel files, applications, retention rate, AEIS Report

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Provide professional staff development</p> <ul style="list-style-type: none"> • Plan annual staff development based on needs of the campus and the staff, in addition to board-approved staff development. <ul style="list-style-type: none"> ○ Curriculum training in the core subject areas ○ Learning Styles Index ○ Non-Traditional Learning Styles ○ Use of Manipulatives ○ Working with diverse populations and eliminating gender bias ○ Conflict Resolution, Discipline, Classroom Management, Student Code of Conduct ○ Crisis Management ○ Drug prevention and violence prevention ○ TEKS/TAKS ○ Thematic Instruction • Ensure that paraprofessionals meet district requirements • Provide update training for all staff members in the Special Education Comprehensive Analysis Plan (CAP) and RTI for all special education students, and focus on CAP components identified as needs for the 2008-09 school year: <ul style="list-style-type: none"> ○ Initial Evaluation * ○ Reevaluations ○ LRE ○ Related Services ○ Transition 	<p>Principal</p> <p>Curriculum Director</p>	<p>Region II ESC</p> <p>Teacher surveys</p> <p>Special Education Director</p> <p>Brush Country Co-op</p> <p>CAP materials</p> <p>Title I, Part A funds</p> <p>Title II, Part A funds</p>	<p>Staff Development calendar</p> <p>Staff development agendas, minutes, sign-in sheets</p> <p>Lesson Plans</p> <p>IEPs, Progress Reports</p> <p>ITP meetings</p>	<p>As scheduled</p> <p>Weekly</p> <p>6 weeks</p> <p>As scheduled</p>
STRATEGIES	PERSONS	RESOURCES	FORMATIVE	TIMELINES

	RESPONSIBLE		EVALUATIONS	
Continue to improve upon teacher morale	Principal	Parent, teacher, student surveys	Climate survey results	May 2009
Recognize teachers <ul style="list-style-type: none"> Promote teacher retention through recognition programs. 	Principal	School events calendar	Faculty meeting agendas	Weekly
		Birthday calendar	Recognition records	Monthly
		Teacher attendance	End-of-Year Breakfast Agenda/Awards	May 2009

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Continue utilization of technology in grade levels 6-12 <ul style="list-style-type: none"> Purchase Wireless computer lab 	Principal, District Technology Coordinator	Lesson plans and STAR Chart \$18,000	Lesson Plans	Grading periods
Continue use of the district website for communication <ul style="list-style-type: none"> Update the district website on a monthly basis. 	Principal, District Technology Coordinator	Teacher and student information	Website Updates Calendar of events	Monthly 6 weeks
Increase use of technology by staff <ul style="list-style-type: none"> Provide staff development for integrating technology into classroom instruction. 	Principal, District Technology Coordinator	Title II, Part A funds Title II, Part D funds Region 2 ESC	Staff calendar Agendas, sign-in sheets	Monthly

Goal #4

The district will improve communication between administrators, staff, and community.

District Indicators

- **Explore ways to get parents and community involved**
- **Continue with Elementary/Secondary Family Academic activities**
- **Continue visibility in the community by the board, the superintendent, faculty and staff at school related functions**

	08-09	<u>09-10</u>	10-11
• Volunteers:	23	18	
• Booster Club membership	50	58	
• Open House	150	129	
• Federal Programs Parent Meetings	15	11	

Summative Evaluation: total parental involvement, total business/community involvement,

<u>STRATEGIES</u>	<u>PERSONS RESPONSIBLE</u>	<u>RESOURCES</u>	<u>FORMATIVE EVALUATIONS</u>	<u>TIMELINES</u>
Explore ways to get parents and community involved <ul style="list-style-type: none"> • Communicate through newsletters. • 	Principal	Teachers Counselor Technology Coordinator	Parent sign-in sheets	As scheduled
Continue visibility in the community by the faculty and staff at school related functions	Principal	Teachers	Sign-in sheets	As scheduled

Goal #5

The district will maintain a balanced budget of a 65/35% ratio (student/other), as well as maintain a three-month fund balance.

District Indicators

- **Pay bills**
- **Stay within budget parameters as established by the board**
- **Continue oversight and good management of district funds**

Goal #6:

Campuses will maintain a safe, fair, and well-disciplined environment that is conducive to education.

District Indicators

- **Enforce the Standardized Dress Code for all students**
- **Continue drug testing/contraband dog**
- **Continue safety programs for students**
- **Review the Crisis Management Plan**
- **Continue with counseling program in crisis situation**
- **Monitor transportation and facility safety**
- **Look at ways to expand the current counseling program**

Elementary and Secondary Education Act (ESEA) Performance Goal (effective 2003-2004):

- ***All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

Summative Evaluations: PEIMS 425 Discipline Report, SDFSC Annual Program Evaluation, Gun Possession Act Report

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Enforce the Standardized Dress Code for all students <ul style="list-style-type: none"> • Dress violations will decrease by 10%. 	Principal	Student Handbook	Student referrals	Weekly
Continue drug testing/contraband dog <ul style="list-style-type: none"> • Continue to reduce the number of positive hits in Grades 6-12 in the drug-testing program. • Provide Six Grade students with drug testing information each year 	Superintendent Principal	K-9 Contraband Services Compliance Consortium Corporation	Drug testing records Drug dog reports	Monthly 10 times a year

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Continue safety programs for students</p> <ul style="list-style-type: none"> Integrate safety programs through health classes and assemblies, i.e., guest speakers Training on: <ul style="list-style-type: none"> physical or verbal aggression sexual harassment bullying <p>Bus Evacuation Drills</p>	<p>Principal</p> <p>Transportation Director</p>	<p>Counselor</p> <p>Health teacher Region II ESC (Title IV funds) 21st Century staff</p>	<p>Calendar of events</p> <p>Sign in sheets</p> <p>Discipline referrals</p> <p>AEIS and School Report Card reports</p>	<p>Monthly</p> <p>Twice a year</p>
<p>Review the Crisis Management Plan</p> <ul style="list-style-type: none"> Suicide Prevention Violence Prevention Lockdown Drills Conflict Resolution Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative All grade level teachers and office staff will be trained in CPR and First Aid 	<p>Principal</p>	<p>Counselor</p> <p>District trainer (TBSI team)</p> <p>Region II ESC</p>	<p>Discipline referrals</p> <p>PEIMS 425</p> <p>Certificates of training</p>	<p>Weekly</p> <p>Monthly</p> <p>October 2009</p>
<p>Continue with counseling program in crisis situations</p> <ul style="list-style-type: none"> In a crisis situation, every child will be provided an opportunity to speak with a counselor 	<p>Principal</p>	<p>Counselor</p> <p>Dr. Fisher's Office (Corpus)</p>	<p>Counselor's log</p> <p>Psychologist's log</p>	<p>Per occurrence</p> <p>Weekly</p>
<p>Monitor transportation and facility safety</p> <ul style="list-style-type: none"> Bus safety Evacuation Drills 	<p>Principal, Transportation Director</p>	<p>Teachers</p>	<p>Evacuation Forms</p>	<p>Twice a year</p>
<p>Look at ways to expand current counseling program</p> <ul style="list-style-type: none"> Continue to implement the District Comprehensive Guidance Plan in accordance with the State Guidance Plan 	<p>Principal</p>	<p>Counselor</p>	<p>Master Schedule</p> <p>Counselor's log</p>	<p>Daily</p>