

Approved on 1st reading:
Approved on 2nd reading:

Agua Dulce Independent School District

ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN 2010-2011

Mission Statement

To 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

Penny Pillack, Principal – Chairperson

– CEIC Elected Professional

Klara Calvez– CEIC Elected Professional

Amanda Smith-CEIC Elected Non-teaching Professional

Rosie Martinez, Nurse

Rachel Vardeman, Counselor

Klara Calvez, Classroom Teacher

Jan Carper, Classroom Teacher

Norma Espinoza, Secretary

Adriana Garcia, Classroom Teacher

Armandina Garcia, Instructional Aide

Dawn Gomez, Classroom Teacher

Dalia Longoria, Instructional Aide

Henry Rosas, Custodian

Debra Charles, Instructional Aide

Jennifer Harris, Classroom Teacher

Norma King, Classroom Teacher

Ann Martin, Classroom Teacher

Evonne Ovalle, Classroom Teacher

Phyliss Sawyer, Classroom Teacher

Mary Ann Sutton, Classroom Teacher

Olga Tschoepe, Classroom Teacher

Darlene Ranly, Instructional Aide

Inez Espinoza, Instructional Aide

PARENT MEMBERS

**BUSINESS/COMMUNITY
MEMBERS**

STUDENT MEMBERS

Vision Statement

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.

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, May 17, 1999. These goals should be incorporated into the 1999-2003 District/Campus Improvement Plan and serve as a guide for planning and evaluation of the effectiveness of the school district. Amended 10-15-2001. Amended 07-08-2002 Amended 08-13-2003 Amended 01-12-04

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 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
- 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

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:

- Continue utilization of technology in all grade levels
- Continue use of the district website for communication
- Increase use of technology by staff
- T3 Grant implementation

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 2006-06, 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)]

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

District Indicators:

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

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
- Good management of district funds and oversight

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 Elementary 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 Elementary is a Title I Schoolwide Campus with 54% 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 2008-2009 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2009-2010 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.

2010-2011 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 97% state standard for attendance.

District Indicators:

- Continue Vertically and Horizontally meetings to align curriculum as needed
- Network with other schools to investigate ways to increase student achievement
- Continue with 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 2010.

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, ITBS, Grade 3/5 Promotion/Retention rate, attendance rate

(Attachment: Chart of Expectations for Special Programs disaggregation and performance objectives.)

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Vertical and Horizontal aligning curriculum and cross campus meetings</p> <ul style="list-style-type: none"> • Campus will hold vertical and horizontal meetings with secondary as needed • Grades PK-2 will meet as needed • Grades 3-5 will meet as needed • Purchase and implement C-SCOPE as directed by principal 	<p>Principal</p> <p>Teachers</p>	<p>TEKS</p>	<p>School Calendar</p>	<p>Quarterly</p>
<p>Meet with 21st Century Grant Personnel</p> <ul style="list-style-type: none"> • Campus faculty meet with 21st Century staff to coordinate tutoring 	<p>Principal</p> <p>21st Century Staff</p>	<p>Teachers</p>	<p>Sign in sheets</p>	<p>Monthly</p>
<p>Network with other schools to investigate ways to increase student achievement</p> <ul style="list-style-type: none"> • Compare and contrast instruction strategies for improvement of student performance • T3 Grant Workshops 	<p>Principal</p>	<p>TEA Comparison Report</p>	<p>School Calendar</p> <p>Faculty meeting</p>	<p>Semester</p>
<p>Continue with visibility of principal in the classroom</p> <ul style="list-style-type: none"> • The principal will conduct walkthroughs and observations 	<p>Superintendent</p>	<p>Principal Teachers</p>	<p>Administrative Meetings</p> <p>Principal's Logs</p>	<p>As needed</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. Prioritize Objectives <p><u>Reading</u></p> <ul style="list-style-type: none"> • Grade 3 <ul style="list-style-type: none"> Objective 3 Using Strategies to Analyze Objective 4-Applying Critical Thinking Skills Objective 1-Basic Understanding Objective 2-Applying Knowledge of Literary Elements • Grade 4 <ul style="list-style-type: none"> Objective 4-Applying Critical Thinking Skills Objective 2-Applying Knowledge of Literary Elements Objective 1-Basic Understanding Objective 3-Using Strategies to Analyze • Grade 5 <ul style="list-style-type: none"> Objective 2-Applying Knowledge of Literary Elements Objective 4-Applying Critical Thinking Skills Objective 1-Basic Understanding 	<p>All staff</p>	<p>TAKS Summary Reports</p> <p>Accelerated Reading Program</p> <p>Library Media</p> <p>Title V Innovative Funds</p>	<p>Benchmark charts</p> <p>Teacher/student Reviews</p>	<p>August</p> <p>December</p> <p>March</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Objective 3 Using Strategies to Analyze</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Grade 4 <ul style="list-style-type: none"> Objectives 1&2 Written Composition Objective 3 Appropriation Organization of Ideas Objective 4 Correct and Effective Sentence Construction Objective 6 Proofreading for Punct., Capitalization, & Spelling Objective 5 Usage and Appropriate Word Choice <p><u>Math</u></p> <ul style="list-style-type: none"> • Grade 3 <ul style="list-style-type: none"> Objective 6 Mathematical Processes and Tools Objective 4 Concepts and Uses of Measurement Objective 2 Patterns, Relationships, Algebraic Reasoning Objective 3 Geometry and Spatial Reasoning Objective 5 Probability and Statistics Objective 1 Numbers, Operations, and Quantitative Reasoning • Grade 4 <ul style="list-style-type: none"> Objective 4 Concepts and Uses of Measurement Objective 3 Geometry and Spatial Reasoning Objective 5 Probability and Statistics Objective 2 Patterns, Relationships and Algebraic Reasoning Objective 6 Mathematical Processes and Tools Objective 1 Numbers, Operations, and Quantitative Reasoning • Grade 5 <ul style="list-style-type: none"> Objective 3 Geometry and Spatial Reasoning Objective 2 Patterns, Relationships, and Algebraic Reasoning Objective 5 Probability and Statistics Objective 1 Numbers, Operations, and Quantitative Reasoning Objective 6 Mathematical Processes and Tools Objective 4 Concepts and Uses of Measurement <p><u>Science</u></p> <ul style="list-style-type: none"> • Objective Life Science • Objective Nature of Science • Objective Physical Science 				

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<ul style="list-style-type: none"> Objective Earth Science 				
<p>Strategies and activities identified in campus/district plan</p> <ul style="list-style-type: none"> The campus will review the campus plan to ensure that activities are completed and to measure the effectiveness of the strategies for regular education and special programs <ul style="list-style-type: none"> At-Risk students <ul style="list-style-type: none"> Tutorials TAKS classes Extended Year Counseling Parent Conferences Serve as pre-referral to special ed Bilingual/ESL students <ul style="list-style-type: none"> Continue timely identification and placement and services Maintain accurate records Spanish documents Adhere to state exit criteria Dyslexia/504 <ul style="list-style-type: none"> Early intervention for K-2 based on TPRI In depth staff development to all staff on characteristics and teaching (Alphabetic Phonics) of dyslexia and related disorders Gifted and Talented <ul style="list-style-type: none"> 30-hour training 6-hour update training Differentiated instruction with depth and complexity Special Education <ul style="list-style-type: none"> Focus on the areas of special ed, most in need for the 2010-2011 school year from the 5 categories (Initial Evaluations, Reevaluations, LRE, Related services, and Transition). Monitor number of special education students taking TAKS-Alt below grade level for NCLB 1% and TAKS Accommodated and TAKS-M at grade level for NCLB 2% 	<p>Principal</p> <p>SBDM Committee</p> <p>Brush Country Personnel</p>	<p>Teachers: FTE- _____ SCE funds \$ _____</p> <p>Title funds</p> <p>ESL funds</p> <p>Gift/Talented funds</p> <p>Special Education funds</p> <p>Local funds</p> <p>Reading First Funds</p> <p>21st Century Funds</p>	<p>SBDM Committee Meetings (agendas, minutes, sign-in sheets)</p>	<p>As needed</p>
<p>Provide early school transition to the elementary school.</p> <ul style="list-style-type: none"> PK and K Roundups 	<p>Principal</p>	<p>PK and K teachers</p>	<p>School calendars</p> <p>Notification</p>	<p>Fall 2010</p> <p>April 2011</p>

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<ul style="list-style-type: none"> PK Notification in English and Spanish School Readiness Head Start Orientation 			Orientation	May 2011
<p>Improve Reading, Writing, Math, and Science TAKS scores</p> <ul style="list-style-type: none"> The campus will provide students with opportunities to have cross-curriculum Writing, Math and Science Accelerated Reading emphasis through awards program Improve scores through student recognition <ul style="list-style-type: none"> bulletin board honor roll AR Rewards (when goals are met) Perfect attendance Student of the Week Wall of Fame Citizenship Reward 	Principal Teachers	Classroom teachers Staff development Scope and Sequence Computer Lab	Round-Ups Benchmark tests Teacher/student Review	April 2011 August December March
<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 	Principal	Substitute teacher handbook District policy	Orientation agenda, minutes, sign-in sheets	Quarterly
<p>Substitute teacher procedures in place at High School and Elementary School</p> <ul style="list-style-type: none"> Substitute teachers will be provided all procedural information in a packet upon arriving on the campus in order to effectively serve in the absence of a teacher 	Principal	Substitute Packet	Packet Reviews	As needed
<p>Reports to school board; keep us informed</p> <ul style="list-style-type: none"> Administrative team will prepare reports for board meetings <ul style="list-style-type: none"> Special Programs Curriculum Student Academic Programs Discipline referrals/placement School activities Student attendance 	Superintendent	Administrative Team Elementary campus information	Board meetings, agendas, minutes, sign-in sheets	As needed
<p>Review grading formula; more emphasis on tests</p> <ul style="list-style-type: none"> Campus will review and revise grading policy as needed 	Principal	CEIC teachers	Sign-in for grade policy review	End of school year

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

- Continue utilization of technology in all grade levels
- Continue use of the district website for communication
- Increase use of technology by staff
- T3 Grant implementation

Summative Evaluation: Technology Plan, TAKS scores, ITBS, Website access hits

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Teaching use of technology in all grade levels <ul style="list-style-type: none"> • Integrate technology into classroom instruction. • Provide training for staff 	Principal	District Technology Coordinator Principal \$24,000 AARA	Lesson Plans Principal walkthroughs and observations	Weekly Daily/weekly
Additional use of the district website communication <ul style="list-style-type: none"> • Update the district website on a monthly basis 	District Technology Coordinator	Teacher and student information	Website updates Calendar of events	Monthly 6 weeks
Continue implementing technology by staff in the school district <ul style="list-style-type: none"> • Provide staff development for integrating technology into the classroom 	District Technology Coordinator	Title II, Part A funds Title II, Part D funds Region 2 ESC	Staff development calendar Agendas, sign-in sheets	Monthly

Goal #3:

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

District Indicators

- **Provide professional staff development plan**
- **Maintain competitive salary schedule**
- **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 staff, in addition to board-approved staff development. <ul style="list-style-type: none"> ○ EXCET test reimbursement ○ Curriculum training in the core subject area ○ Working with diverse populations and eliminating gender bias (Special Needs) ○ Conflict Resolution, Discipline, Classroom Management, Student Code of Conduct ○ Crisis Management ○ Drug prevention and violence prevention ○ TEKS/TAKS ○ Technology ○ CPS Training • Ensure that paraprofessionals meet requirements of two years of college or pass a district-approved proficiency test to serve as an instructional aide. 	<p>Principal Curriculum Director</p>	<p>Teacher surveys Region 2 ESC Special Education Director Brush Country Co-op REAP Program</p>	<p>Staff development calendar Staff development agenda, minutes, sign-in sheets Lesson plans IEPs/Progress Reports ITP meetings</p>	<p>As scheduled Weekly 6 weeks As scheduled</p>
<p>Continue to improve upon teacher morale</p> <ul style="list-style-type: none"> • Open door policy 	<p>Principal</p>	<p>Staff</p>	<p>Agendas</p>	<p>May 2011</p>
<p>Recognize teachers</p> <ul style="list-style-type: none"> • Promote teacher retention through recognition programs. 	<p>Principal</p>	<p>School events calendar Birthday calendar Teacher attendance</p>	<p>Faculty meeting agendas Recognition records End-of-Year Breakfast agenda/awards</p>	<p>Weekly Monthly May 2011</p>

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 Family Academic activities**
- **Continue visibility in the community by the board, the superintendent, faculty and staff at school related functions**

Summative Evaluations: Membership and attendance rosters, campus website, total parental involvement, total business/community involvement

	2008-2009	2009-2010	2010-2011
a.	Volunteers: 3	3	3
b..	PTO membership		
c.	Open House 150	145	153
d	Federal Programs Parent Meetings 150	145	

<u>STRATEGIES</u>	<u>PERSONS RESPONSIBLE</u>	<u>RESOURCES</u>	<u>FORMATIVE EVALUATIONS</u>	<u>TIMELINES</u>
<p>Continue getting parents, community in to listen or read/eat lunch in a non-classroom setting</p> <ul style="list-style-type: none"> • Provide opportunities for parents to be involved with their children in a setting other than the classroom. 	Principal	Counselor Teachers	Counselor's log Lunch participants	Weekly Holidays
<p>Continue with Elementary Family Night.</p> <ul style="list-style-type: none"> • Conduct Family Nights at least two times a year for the school to provide information to parents. 	Principal	Teachers	Sign-in sheets Newsletters	2 times/year
<p>Provide opportunities for increased parental and community involvement.</p> <ul style="list-style-type: none"> • Parent Advisory Committee (CEIC) • District and Campus Parent Involvement Policy • Communication and information provided • Materials in understandable format and in parent's primary language • Involvement in Program Planning • Involvement in the development of the School-Parent Compact • Parent Conferences • Volunteer Program 	Principal	SBDM Parent Advisory Councils Newsletters Interpreters Parent	Log of Information disseminated Meeting agendas and attendance rosters	Monthly 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

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
Pay bills <ul style="list-style-type: none"> • Stay within budget parameters as established by the board 	Super/Principals	Business Manager	Formal Audits Fund Balance	Monthly and As needed
Continue oversight and good management of district funds	Super/Principals	Business Manager	Formal Audits Fund Balance	Monthly and As needed

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 2004-2006):

- ***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
Maintain the Standardized Dress Code for all students <ul style="list-style-type: none"> • Continue to monitor dress code • Provide alternate clothing for temporary use 	Principal	Student Handbook	Student referrals	Weekly
Safety programs for students <ul style="list-style-type: none"> • Integrate safety programs through science classes and assemblies, i.e., guest speakers. • Training on: <ul style="list-style-type: none"> Physical or verbal aggression Sexual harassment Bullying 	Principal	Counselor Science teacher Region 2 ESC (Title IV funds)	Calendar of Events Sign-in sheets Discipline referrals AEIS/School Report Card	Monthly
Annually review the Crisis Management Plan <ul style="list-style-type: none"> • Suicide prevention • Violence prevention • Conflict resolution • Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative • Majority of staff and office personnel will be trained in CPR and First Aid. 	Principal	Counselor District Trainer (TBSI Team) Region 2 ESC	Discipline referrals PEIMS 425 Report Certificates of training	Weekly Monthly October 2011
Continue with counseling program in crisis situations <ul style="list-style-type: none"> • In a crisis situation, every child will be provided an opportunity to speak with a counselor. 	Principal	Counselor	Counselor's log	Per occurrence

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
<p>Transportation and facility safety</p> <ul style="list-style-type: none"> All teachers will teach bus and playground rules for safety Conduct bus evacuation drills as needed 	Principal	Teachers Transportation Director	Duty rosters Discipline referrals from playground and buses	Daily
<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 the state guidance plan. Set aside time for the elementary on a scheduled basis. 	Principal	Counselor	Master Schedule Counselor's log	Daily
<p>Continue enforcement of dress and hair code</p> <ul style="list-style-type: none"> All school personnel will provide input to establish acceptable standards. 	Principal	Student Handbook	Student referrals	Weekly

