

# **Splendor Independent School District**



## **2011-2012 District Improvement Plan**

# Splendora ISD

## Board of Trustees' Vision for Student Success

### Vision

All Splendora Independent School District graduates will be responsible learners, competitive workers, and productive citizens in a global community.

### Mission

Splendora Independent School District will provide the environment to assess and support student progress to assure that our students are successful in higher education and competitive in the global workplace.

### Goals

- Create an innovative system of learning that empowers each student to realize their unique talents.
- Ensure recruitment, development, retention and support of highly qualified faculty and staff.
- Improve parent/community relations by creating a welcoming environment in all campuses/facilities/departments.
- Provide a safe school environment, while fostering mutual respect for all students.
- Ensure that the education provided to each student is structured to allow them to succeed regardless of their background or economic status.
- Be proactive in anticipating the needs of a changing community and develop plans that allow us to adapt to the educational requirements of our students.

### Focus

- Become and remain an exemplary district while individual campuses work towards becoming nationally recognized Blue Ribbon Schools.
- Achieve higher graduation rates by working to reduce the student dropout rate.
- Students entering high school shall have college level skills thus enabling them to obtain higher SAT scores and be better prepared to enter college or obtain workforce certification before graduation.
- Increase the percentage of all students who achieve the commended level of performance on the state test.
- Develop a capital master plan and review annually to ensure it meets district needs.

# *The Wildcat Way*

**Splendora Independent School District  
District Improvement Plan  
2011-2012**

**GOAL 1**

**By August 2010, a minimum of three SISD campuses will be named Recognized by the Texas Education Agency.  
By August 2011, a minimum of two Splendora ISD campuses will be named Exemplary by the Texas Education Agency.  
SISD will create an innovative system of learning that empowers each student to realize his or her unique talents.**

**Objective 1:** The district average and subgroups (economically disadvantaged, Hispanic, Caucasian, African American) will increase to an Exemplary level in all core areas, reaching at least 90% for reading, 90% for math, 90% for writing, and 90% for science in each subgroup. In addition, commended performance rates will increase to 50% in all subjects.

**Summative Evaluation:** TAKS Data, Adequate Yearly Progress (AYP), and AEIS

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1. Texas Essential Knowledge and Skills (TEKS) will be taught through CSCAPE Curriculum	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Principals, Assistant Principals, Teachers	State Foundation Stabilization Fund (SFSF) Grant, Local Funds, SCE Funds, IDEA B ARRA Funds	Daily	Results of Curriculum Based Assessments, Benchmark testing, TPRI, Student Portfolios, Teacher Lesson Plans
2. Curriculum Based Assessments (CBAs) will be administered in Math, Science, English/Language Arts, and Social Studies	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Principals, Assistant Principals, Teachers	SFSF Grant, Title II Funds, Local Funds	At least once every six weeks	Results of Curriculum Based Assessments
3. DMAC will be used to disaggregate student data	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Principals, Assistant Principals, Teachers	SFSF Grant, SCE Funds, Local Funds	Daily	DMAC Reports
4. All campuses will use a common academic vocabulary to support the district common instructional framework	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Principals, Assistant Principals, Teachers	SFSF Grant, SCE Funds, Local Funds	Daily	Teacher Lesson Plans, Classroom Walk Through Data
5. Response to Intervention will be offered at all campuses	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Principals, Assistant Principals, Teachers	IDEA B Funds, Local Funds, SCE Funds, Title II Funds, SFSF Grant	Daily	RTI documentation, Results of Curriculum Based Assessments, TAKS, TPRI, Tejas Lee, Report Card Grades, Student Portfolios
6. Tutorials offered to students before and after school, during the school day, and in summer school	Principals, Assistant Principals, Curriculum Coordinators, Interventionists, Teachers	SCE Funds, Title I, Local Funds, Rural Technology Grant	Daily	Results of Curriculum Based Assessments, Benchmark Testing, TPRI, TAKS

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**Summative Evaluation:** TAKS Data, Adequate Yearly Progress (AYP), and AEIS

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
7. Special education students will receive necessary interventions as recommended by the ARD committee	Principals, Diagnosticians, Case Managers, Special Education Teachers, General Education Teachers	Local Funds, SCE Funds, Title I Funds	Annual ARD	ARD committee recommendations, Documentation of IEP implementation, student growth/success
8. Continue to refine existing 504, Dyslexia, and Gifted and Talented programs at all campuses	Principals, Curriculum Coordinators, Teachers	GT Funds, Local Funds	Daily	Number and success of students enrolled in each program
9. Provide opportunities for students that did not demonstrate mastery on the TAKS to attend small group instruction, intervention, and tutoring	Principals, Interventionists, Curriculum Coordinators, Teachers	SCE Funds, Title I Funds, Local Funds	Daily	Results of Curriculum Based Assessments, TAKS, TPRI, Tejas Lee, Report Card Grades, Student Portfolios, Teacher Evaluation and Feedback
10. Continue to implement and maintain a District Technology Plan, which includes adherence to District Technological Standards	Technology Director, Curriculum Coordinators, Principals, Teachers, Students, Parents	Local Funds, Title I Funds	Daily	STaR charts, Surveys, Professional Development Certificates, number of staff who have signed Acceptable Use Policy (AUP) in HR, number of students who have signed AUP at campuses, student benchmarks, increase of visitors per web page according to website traffic report
11. All campus plans will include Technology Application TEKS, and teachers will use technology to enrich and deliver TEKS based instruction (Discovery Education, United Streaming, Agile Mind, Study Island, Read Naturally, Waterford, ESL Reading Smart, Reading Counts)	Technology Director, Curriculum Coordinators, Principals, SBDM Committees, Teachers	Local Funds, Title I, Rural Technology Grant Funds, Title II A Funds	Daily	Number of campuses that include Technology Application TEKS in CIPs, Teacher Lesson Plans, utilization reports of web-based resources
12. All campuses will meet AYP and PBMAS requirements	Assistant Superintendent of Curriculum and Instruction, Principals, Curriculum Coordinators, District Testing Coordinator, Title III Coordinator, Director of Accelerated Services	Local Funds, Special Education Funds, ESL Funds	Annual	Federal and State Reports

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**Objective 2:** All students will graduate with their cohort. At least 95% of students will graduate from high school on either the distinguished or recommended graduation plan.

**Summative Evaluation:** PEIMS, graduation list, promotion from each grade

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1. Dropout prevention program (REACH) will be offered to students at risk of not graduating from high school. Childcare is provided for REACH students that are parents.	Director of Accelerated Services, Principals, Counselors	SCE Funds, Local Funds	Fall Semester, Spring Semester	Graduation Rate of Students Enrolled in the REACH Program
2. All students in grades 5th - 12th will have a Personal Graduation Plan (career/vocational) updated annually. Annual meeting will expand to all grade levels.	Director of Federal Programs and Special Initiatives, CATE Director, Counselors, Principals, Assistant Principals, Teachers	Edu Funds, Title I Funds, CTE Funds, Local Funds	Fall Semester, Spring Semester	DMAC Personal Graduation Plan Portfolio, Documentation of meeting with parent, Number of students of pathways
3. Daily attendance will be monitored according to district procedures at every campus	Principal, Attendance Clerks, Teachers, Truancy Officer	Title I Funds, Local Funds	Daily	PEIMS Attendance Data
4. At-risk students will be evaluated and recommendations will be made to assist students	Principals, Assistant Principals, Counselors, Diagnosticians, Teachers	Local Funds, SCE Funds, Special Education Funds, Edu Funds, Title I Funds	Each six weeks	RTI Documentation, Special Services Referrals, TAKS, TPRI, Tejas Lee, Student Portfolios, Report Card Grades, PEIMS Data
5. The specific needs of students receiving special services will be met in accordance with all federal rules and regulations (504 and Special Education including students receiving services through the Shared Service Agreement for Deaf Education)	Principals, Counselors, Diagnosticians, Curriculum and Instruction Department, Director of Accelerated Services, Teachers	IDEA B Funds, Local Funds, SCE Funds	Daily	Documentation of accommodation and/or modification implementation, Special Services Referrals, Progress of Student Academic Performance (TAKS, TPRI, Tejas Lee, CBAs, Benchmarks), Student Portfolios, Report Card Grades, PEIMS Data
6. Continue offering academic support programs to students that qualify (Credit Recovery, A+, RTI, Tutorials)	Curriculum Coordinators, Principals, Interventionists, Counselors, Teachers	Special Education Funds, Title I Funds, Local Funds, Edu Funds, SCE Funds	Daily	Academic progress of students who participate in programs
7. ARD Committees will effectively address post-secondary plans for all eligible students	Director of Accelerated Services, Principals, Diagnosticians, Teachers	IDEA B Funds, Special Education Funds, Local Funds	Annual ARD	Number of students who transition based on committee recommendations

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Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
8. College Achievement Through Study (CATS) will be offered to secondary students to support academic success and prepare for college and career readiness	Director of Accelerated Services, Principals, Counselors, CATS Teachers	Title I, Local Funds, Edu Funds, High School Allotment,	Fall Semester, Spring Semester	Number of students that successfully complete CATS
9. All students will receive Universal Breakfast	Child Nutrition Department	National School Breakfast and Lunch Program	Daily	Number of students who utilize Universal Breakfast
10. Parent Nights, Financial Aid Nights, College Nights publicized (in English and Spanish) through flyers, mail outs, announcements, webpage	Principals, Counselors, Assistant Principals, Technology Department	Title I Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Sign In Sheets, Parent Surveys
11. Require 8th grade students to take the ReadStep Assessment and students in grades 9th-11th will take the PSAT	Director of Accelerated Services, Principals, Assistant Principals, Counselors, Interventionists, Teachers	Edu Funds, Local Funds, High School Allotment	Oct. 2011 - Feb 2012	Campus and student data reports will be disaggregated to determine SAT Prep Course placement and SAT registration guidance
12. Provide the opportunity for 8th grade students to participate in the Early College Outreach Program to learn and utilize college readiness skills that are required to be successful in post secondary education	Director of Federal Programs and Special Initiatives, Principals, Counselors	Edu Funds, Local Funds, High School Allotment	Fall Semester, Spring Semester	Number of students enrolled in the 8th Grade Early College Outreach Program and the number of 8th Grade ECHS Outreach students that enroll in ECHS as 9th grade students
13. Provide the opportunity and appropriate support structures for high school students to enroll and succeed in Early College High School (ECHS) or Dual Credit programs	Director of Federal Programs and Special Initiatives, Principals, Counselors, Teachers	Edu Funds, Local Funds, High School Allotment	Fall Semester, Spring Semester	Number of students enrolled in college courses each semester, Number of college hours earned each semester
14. Provide High School Students with SAT, ACT, THEA, and ACCUPLACER study resources, test preparation programs, and testing opportunities	Director of Accelerated Services, Curriculum Coordinators, Principals, Teachers	Edu Funds, SCE Funds, Local Funds, High School Allotment	Daily	Number of students who take assessments and perform on or above state average

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**Summative Evaluation:** PEIMS, graduation list, promotion from each grade

<b>Strategy Activities/Actions</b>	<b>Person(s) Responsible</b>	<b>Resource Allocation</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
15. Continue implementing Full Day Pre-Kindergarten for qualifying students (including PPCD)	Director of Federal Programs and Special Initiatives, Campus Principal, Curriculum Coordinator, Teachers	Local Funds, Title I Funds, Special Education Grant Funds, SCE Funds	Daily	Number of students enrolled and demonstrate mastery of Pre-K guidelines by the third administration of the mClass Circle Assessment
16. Continue implementing Full Day Kindergarten	Campus Principal, Curriculum Coordinator, Teachers	Local Funds, Special Education Funds, SCE Funds, Title I Funds	Daily	Number of students enrolled and demonstrate mastery of Pre-K guidelines by the third administration of the mClass Circle Assessment
17. Continue to offer professional development opportunities to ensure staff is prepared for STAAR Transition	Assistant Superintendent of Curriculum and Instruction, Curriculum Coordinators, Director of Accelerated Services, Principals, Assistant Principals, Counselors	SCE Funds, Title I Funds, Title II A Funds, Edu Funds, Local Funds	Monthly	Sign In Sheets, Agendas, Meeting Minutes, Certificates of Attendance



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**Objective 3:** All Limited English Proficient (LEP) students, determined by cohort, will advance one level in English proficiency by the end of the school year.

**Summative Evaluation:** TAKS, TELPAS

<b>Strategy Activities/Actions</b>	<b>Person(s) Responsible</b>	<b>Resource Allocation</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Administer Language Proficiency Tests to all new students whose home language survey reflects any language other than English in the home	Title III Coordinator, Teachers	SFSF Grant, Local Funds, Title III Funds, ESL Funds	As students enrolls	English Language Proficiency Survey (ELPS)
2. Provide ESL/Bilingual students with daily ESL instruction	Title III Coordinator, Principals, Teachers	SFSF Grant, Local Funds, SCE Funds, Title III Funds, ESL Funds	Daily	Increase student achievement as reflected in CBAs, AMAOs
3. ESL/Bilingual students will participate in RTI program to address specific TAKS objectives	Title III Coordinator, Principals, Teachers	ESL Funds, SFSF Grant, Local Funds, SCE Funds, Title I Funds, Title III Funds	Daily	Increase student achievement as reflected on Curriculum Based Assessments, TAKS, TPRI, Tejas Lee, Report Card Grades, Student Portfolios, Teacher Evaluation and Feedback, AMAOs.
4. All LEP students will have access to ESL Reading Smart	Title III Coordinator, Principals, Teachers, Technology Department	Title III - LEP Funds, Local Funds, ESL Funds	Daily	ESL Reading Smart Usage Report

**GOAL 2**

**Splendora ISD will continue to implement College and Career Pathway Plans to determine the future career opportunities in the immediate vicinity of Splendora. Every child at 5th grade or above will have on file by mid-term a career plan (updated yearly) signed by the student, parent, and counselor/administrator.**

**Objective 1:** All students (5th-12th) will have on file, a Personal Graduation Plan (PGP), that will be developed from skill inventory and interest survey (KUDER). This plan will be reviewed and updated yearly with each student and his/her parent/guardian.

**Summative Evaluation:** Number of Personal Graduation Plans completed during the year, PEIMS Data

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1. All students in grades 5th - 12th will have a Personal Graduation Plan (career/vocational) updated annually. Annual meeting will expand to all grade levels.	Director of Federal Programs and Special Initiatives, CATE Director, Counselors, Principals, Assistant Principals, Teachers	SFSF Grant, Edu Funds, Title I Funds, CTE Funds, Local Funds	Fall Semester, Spring Semester	DMAC Personal Graduation Plan Portfolio, Documentation of meeting with parent, Number of students of pathways
2. CATE program will be provided to all students as a pathway for career opportunities	CATE Director, Principals, Counselors, Teachers	CTE Funds, Edu Funds, Local Funds	Daily	CATE Course Enrollment Data, Number of Certificates Earned, PEIMS Data
3. Increase enrollment in CATE programs related to Personal Graduation Plan Meetings	Director of Federal Programs and Special Initiatives, CATE Director, Principals, Assistant Principals, Counselors	CTE Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Number of students enrolled in each CATE program
4. CATE teachers will reinforce core area TEKS	CATE Director, Curriculum Coordinators, Principals, Assistant Principals	CTE Funds, Edu Funds, Local Funds	Daily	Administrative Evaluation of Teacher Lesson Plans
5. Provide the opportunity for 8th grade students to participate in the Early College Outreach Program to learn and utilize college readiness skills that are required to be successful in post secondary education	Director of Federal Programs and Special Initiatives, Principals, Counselors	Local Funds, Edu Funds, Title I Funds, High School Allotment	Fall Semester, Spring Semester	Number of students enrolled in the 8th Grade Early College Outreach Program and the number of 8th Grade ECHS Outreach students that enroll in ECHS as 9th grade students
6. Provide the opportunity and appropriate support structures for high school students to enroll and succeed in Early College High School (ECHS) or Dual Credit programs	Director of Federal Programs and Special Initiatives, Principals, Counselors, Teachers	Title I Funds, Edu Funds, Local Funds, High School Allotment	Fall Semester, Spring Semester	Number of students enrolled in college courses each semester, Number of college hours earned each semester

**GOAL 3**

**A Student Success Curriculum will continued to be implemented to support the district's Pre-K through 16 initiative. The curriculum will include training for district employees, and will prepare students to achieve life-long success regardless of their background and/or economic status.**

**Objective 1:** Students in Pre- K through 12th grade will receive curriculum based instruction that includes real world experiences and enrichment activities.

**Summative Evaluation:** Teacher and Student Certificates, Current and Historical PEIMS data

<b>Strategy Activities/Actions</b>	<b>Person(s) Responsible</b>	<b>Resource Allocation</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. All campuses will have character education program (Character Counts, Red Ribbon Week, Olweus Bullying Prevention, Teen Leadership, Capturing Kid's Hearts)	Principals, Counselors, Teachers, SISD Police Department	Title I Funds, Title II A Funds, SCE Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Student attendance in programs/events, decrease in office referrals from previous year (according to discipline action taken)
2. District maintains student attendance policies and procedures.	Principals, Counselors, Teachers, SISD Police Department, Campus Registrars, Attendance Clerks, PEIMS Coordinator	Local Funds, Edu Funds	Daily	Daily Attendance Reports Accounting Handbook

**Goal 4**  
**Ensure recruitment, development, retention and support of highly qualified faculty and staff.**

**Objective 1:** All students will be taught by highly qualified teachers who will receive research based professional development. SISD will retain 10% more highly qualified teachers and staff than prior year.

**Summative Evaluation:** NCLB Highly Qualified Report, Professional Development Attendance Reports, Percentage of new teachers and staff returning to the district, and employee surveys.

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1. Recruit highly qualified teachers/staff through attendance at job fairs, institution of higher education, and web site advertising	Assistant Superintendent of Administrative Services, Personnel Coordinator	Local Funds, Title I Funds, Title II A Funds	Fall Semester, Spring Semester	Number of teachers/staff employed through these avenues
2. Provide staff development for all staff to address technology integration, analyzing data for instruction, and literacy support	Assistant Superintendent of Curriculum and Instruction, District Curriculum Coordinators, Principals, Interventionists, Region Service Centers, Technology Department	Local Funds, Title I Funds, Title II A Funds, Rural Technology Grant Funds	Once every month	Staff Development Attendance as evidenced with certificates, webinars, sign-in sheets, on-line training, and use of technology to instruct and to analyze data, and to provide literacy support as evidenced in daily classroom instruction, teacher lesson plans, and statistical performance measures
3. Encourage teachers to obtain additional content area certifications. Stipends offered for applicable content and grade level certifications	District Administration, Campus Administrators, Personnel Department	Title I Funds, Title II A Funds, Local Funds, ESL Funds	Fall Semester, Spring Semester	Number of teachers who obtain additional certification and stipends
4. Provide mentor program for new teachers	Campus Principal, Curriculum and Instruction Staff, Mentor Teachers, Grant Writer, Federal Accountant	Local Funds, Title II A Funds	Bi-Monthly	New teacher and mentor teacher surveys
5. Administrative training regarding discipline procedures and cultural proficiency	Assistant Superintendent of Curriculum and Instruction, Principals, Assistant Principals	Title I Funds, Title II A Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Agendas, Sign-In Sheets, Meeting Minutes, PEIMS Discipline and Coding Reports, Decrease in Office Referrals

**Goal 5**  
**Improve parent/community relations by creating a welcoming environment in all campuses, facilities and departments.**

**Objective 1:** Implement strategies to increase parental/community involvement by 10%.

**Summative Evaluation:** Sign-In sheets, volunteer logs, web traffic reports

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1. Provide ongoing communication with parents and community members through campus newsletters, websites, emails, letters (in English and Spanish) and marquees	Principals, Campus Staff	Local Funds, Title I Funds	Daily	Parent surveys, conferences, increase in visitors per page according to website traffic report
2. Provide opportunities for parents to serve on Campus Site Based Decision Making (SBDM Committee)	Principals, Volunteer Coordinator, SBDM Committee	Local Funds	Monthly	Sign-In Sheets, Agendas, Meeting Minutes, Parent Surveys
3. Provide volunteer opportunities to parents and community members	Principals, Volunteer Coordinator, SBDM Committee	Local Funds, Title I Funds	Daily	Sign-In Sheets, Agendas, Meeting Minutes, Parent Surveys
4. Parent Compacts will be distributed to all students and reviewed annually	Principals, Director of Federal Programs, Campus Site Based Decision Making Committee, District Educational Improvement Committee	Local Funds	September 2011, Spring 2012	Sign-In Sheets, Agendas, Meeting Minutes, Parent Surveys
5. SISD will maintain district level communications (Key Communicators, Student Advisory Committee, DEIC, Parent Concerns Committee, Student Concerns Committee)	Superintendent	Local Funds	Daily	Parent feedback, surveys, conferences
6. Provide transportation for students receiving special services that specifically addresses student needs with emphasis on providing a least restrictive environment	Director of Accelerated Services, Transportation Department, Diagnosticians	IDEA B Funds, Special Education Funds, Local Funds	Daily	Transportation Consolidated Route Reports
7. Continue Partnership with Lone Star College-Kingwood to ensure the success of all students when they begin taking college courses	Director of Federal Programs and Special Initiatives, ECHS Principal	Edu Funds, Local Funds, High School Allotment	Weekly	MOU, Maintain Designation as an Official Texas Education Agency Early College High School
8. Offer Extended Library Hours to ensure the community has access to technology and literary resources	High School Principal	Local Funds	Two times per week	Sign-in sheets, monitoring technology usage, and number of books issued to the community
9. District Energy Education Initiative to ensure proper utilization of district energy resources	Energy Education Specialist, Maintenance Department, Principals, Teachers	Local Funds	Daily	Annual Energy Cost Savings

**GOAL 6****Provide a safe school environment, while fostering mutual respect for all students.****Objective 1:** All students will be educated in a learning environment that is safe, drug-free, and conducive to learning. Title 5 incidences will not occur on campus.**Summative Evaluation:** PEIMS 425 report, campus safety audits, AEIS

<b>Strategy Activities/Actions</b>	<b>Person(s) Responsible</b>	<b>Resource Allocation</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. All campuses will have character education program (Character Counts, Red Ribbon Week, Olweus Bullying Prevention, Teen Leadership, Capturing Kid's Hearts)	SISD Police Department, Counselors, Principals, Classroom Teachers	Title I Funds, SCE Funds, Local Funds	Fall Semester, Spring Semester	Student attendance in programs/events, decrease in office referrals from previous year (according to discipline action taken)
2. Crisis Management Plan will be implemented, monitored, and evaluated	SISD Chief of Police, Principals, Facilities Department, Crisis Management Team	Local Funds	Fall 2011	Training for Campus Personnel, Incidence Reports
3. The SISD Safety Committee will review safety procedures and disseminate information to home, departments, and/or campuses	District Safety Committee	Local Funds	Bi-Monthly	Worker's Comp. records and accident reports
4. All students will receive District Student Code of Conduct and Handbook	Principals, Teachers	Local Funds	August 2011	Student and Parent Surveys, completed and returned acknowledgement receipts
5. Implement and maintain automated notification system (Alert Now)	SISD Chief of Police, Facilities Administrator, Principals	Local Funds	Daily	Documentation from automated system
6. All campuses will have drug-free and safety programs	SISD Chief of Police, Principals, Assistant Principals, Counselors, Teachers	Local Funds	Fall Semester, Spring Semester	Number of programs/events at each campus, Student attendance reports, Counselor reports
7. Canine Search Program	SISD Police Department, Principals, Assistant Principals	Local Funds	Once every 6 Weeks	Decrease in number of drug and alcohol citations by SISD Police Department, Documentation of search dates and outcomes
8. Maintain DAEP program as an instructional instrument to redirect student behavior and encourage student success	Principals, Assistant Principals, Teachers, SISD Police Department	SCE Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Decrease in number of students placed in program
9. Maintain JJAEP program (through Shared Service Agreement) as an instructional instrument to redirect student behavior and encourage student success	Principals, Assistant Principals, Teachers, SISD Police Department	SCE Funds, Edu Funds, Local Funds	Fall Semester, Spring Semester	Decrease in number of students placed in program