



Mullin Independent School District

District Improvement Plan

2015-2016

# MULLIN .I.S.D Mission Statement

The mission of Mullin Independent School District, as a culturally diverse community, is to provide equitable opportunities for scholarship, leadership, and individual citizenship for our students. With the cooperation of faculty, staff, parents, and community, we will offer, encourage, and assist students in acquiring the knowledge, skills, and attitudes necessary for them to become productive members of a culturally diverse society.

## SITE BASE DECISION MAKING PLANNING COMMITTEE

Steven Mickelson	Superintendent
Pam Greer	1st/2nd Grade
Lupe Shelton	Para-Educator
Kim Nelson	Elementary PreK/K
Lonnie Kellar	Sped/Counselor
Laveta Hall	Para-educator
Kristi Mickelson	Community Representative
Stephanie Jester	Parent Representative

Mullin ISD  
District Improvement Plan  
2015-2016

**Comprehensive Needs Assessment Results:**

The following data sources were available for review to assess the campus's strengths and priorities:

Disaggregated student assessment information  
District Accountability Summary  
AYP  
Compliance Reports  
Highly Qualified Reports  
TPRI  
Teacher and parent interviews  
Technology, Fiscal and Faculty Resources  
Participation records of students enrolled in special programs (GT, Special Ed, and ESL)  
Staff Development Records  
Assessment data and curriculum alignment through TAP  
Impact of initiatives on student performance w/ Mullin Model

**Identified Strengths and Concerns:**

From the data sources above the following were identified:

- Hispanic students Reading/ ELA, Math, Writing, Science and Social Studies STAAR scores
- Economically Disadvantaged students Math, Reading/ELA, Writing, Social Studies, and Science STAAR scores
- All Students Reading/ELA, Math, Writing, Social Studies, Science, STAAR scores
- African American students Reading/ELA, Math, Social Studies, and Science
- White students Reading/ELA, Math, Writing, Social Studies, Science, STAAR scores
- Special Education Policies and Procedures

From performance data review and teacher and parent survey, the following concerns were identified:

Mullin ISD  
District Improvement Plan  
2015-2016

The STAAR Reports indicate that we need to address the needs of our students at the junior high level especially in 7<sup>th</sup> grade writing. We have a Schoolwide Title I School Program with approximately 85% economically disadvantaged and use the following fund sources to improve our educational program.

Multiple sources are used to support each of the educational programs on the campus. The funds used are as follows:

**Fund Source**

Title I, Part A

Title II, Part A

Special Education

General

**In consultation with the local auditor, business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:**

Title I, Part A (Fund Code 211) funds shall be consolidated with other federal funds on this Title I, Part A Schoolwide campus to upgrade its entire education program using Class/Object Code 8911, Option 2 or Option 3. The Title I, Part A funds are transferred to the Schoolwide campus using a single locally defined federally funded special revenue fund according to the percentage (Option 3) that each federal program contributed to the total combined amount.

Mullin ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus's comprehensive needs assessment and are articulated in the Schoolwide program plan. The records do not need to identify, by program, the specific activities supported by those program funds. However, the district and campus ensure that this Schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the consolidated Federal programs, particularly as they relate to the lowest-performing students. (Section 114 (a) (3) (C)).

Mullin ISD  
District Improvement Plan  
2015-2016

**State Compensatory Education Funds on the Elementary and Middle School Campuses:**

80% of all students will pass all portions of STAAR tests taken. These two campuses are Title I, Part A Schoolwide Programs with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the School-wide Campus.

All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving students.

**The following campus activities and/or staff positions will be funded using the combined federal funds:**

- Salaries- Teachers, Teacher's Aides, etc.
- Tutorial Salaries
- Technology
- Staff Development
- Summer School
- STAAR study materials
- Mullin Model
- TAP

**The district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.**

**Elementary and Secondary Education Act (ESEA) Goals and indicators:**

**Performance Goal 1:** By 2015-2016, all students will reach high standards, at a minimum attaining proficiency or better in **reading/ language arts and mathematics.**

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111 (h)(1)(C)(i).)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State’s assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** All **Limited English proficient** students will become proficient in English and reach high academic standards, at a minimum proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of Limited English Proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 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.
- 2.3 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.

**Performance Goal 3:** In 2015-15, all students are being taught by **highly qualified teachers**.

- 3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101 (23) of the ESEA, in the aggregate and in “high-poverty” schools (as the term is defined in section 1111 (h) (1) (C) (viii) of the SEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as term, “professional development, “is defined in section 9101 (34).
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding) those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

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

**Performance Goal 5:** All students will **graduate** from high school.

- 5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year 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 utilized in Nation Center for Education Statistics reports.
- 5.2 Performance indicator: The percentage of students who drop out of school, - disaggregated by race, ethnicity, gender, disability status as economically disadvantaged: - calculated in the same manner as utilized in Nation Center for Education Statistics.
- 5.3 Performance indicator: The percentage of students in the aggregate will be College Ready.

Mullin ISD  
District Improvement Plan  
2015-2016

**Title I, Part A – Improving Basic Programs Operated by LEA’s**

**Intent and Purpose:**

Title I, Part A, provides *supplemental* resources to local education agencies (LEA’s) to help schools with concentration of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a Schoolwide program or a targeted assistance program. Mullin ISD has the following Title I Schoolwide campuses:

Mullin High School and Mullin Elementary.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function. The school support team verifies the effectiveness of the General Program Requirements.

**Intended Program Beneficiaries:**

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

**General Program Requirements:**

**All Campuses:**

All Title I, Part A, campuses must do the following:

1. implement Parents Right-to-Know in accordance with P.L. 107-110, Section 1111 (h) (6)
2. provide information to parents in the language parents understand
3. develop an LEA and campus Parent Involvement Policy
4. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
5. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
6. provide additional assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
7. ensure that all new teachers hired on the campus to teach core academic subjects have the ability to become highly qualified when hired
8. implement technical assistance through ESC, Region 12, for Federal Program Compliance



Mullin ISD  
District Improvement Plan  
2015-2016

**Career and Technology Education Program**

**Intent and Purpose:**

This program shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling,

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 1** By May 2015, 85% of all students (W,H,AA,ED) and all student populations\* will pass the Reading portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To Administer sample question on STAAR/TEKS objections	Principals Teachers	STAAR Questions Time for test	Jan. – Mar.	Students will show mastery of TEKS on STAAR practice questions STAAR scores
To Administer TPRI to students	Kim Nelson Pam Greer Teachers	TPRI Time	October May	Students will show improvements in their reading accuracy and comprehension growth

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 1** By May 2013, 85% of all students (W,H,AA,ED) and all student populations\* will pass the Reading portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use Critical Thinking Activities and Skills in all subject areas through TAP, student driven classroom, and Mullin Model	All Teachers	Activities	Weekly	Students will demonstrate understanding of critical thinking skills during class discussions and written assignments STAAR

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 1** By May 2015, 85% of all students (W,H,AA,ED) and all student populations\* will pass the Reading portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To implement Mullin Model	All Teachers T. Grady Principals	Mullin Model, Student Driven Classroom, TAP Curriculum Materials Workbooks	Daily	Teachers will increase their proficiency on Mullin Model, Student Driven Classroom, TAP assessment in order for Students to make gains on STAAR test
To use a Teacher's Aide in Kindergarten setting to help with students that are behind to bring to grade level	Kim Nelson Laveta Hall Teachers/Aides	Scheduling SCE	August – May	Number of students that are on grade level throughout and at the end of the year
To use STAAR Prep Time	Principals Teachers	Scheduling SCE	August-May	Students will show increase on STAAR Benchmarks

\*Title I, 504, ESL, GT, Special Education

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**Objective # 1** By May 2015, 85% of all students (W,H,AA,ED) and all student populations \* will pass the Reading portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use Mullin Model, Student Driven Classroom, TAP Assessments	Principals T. Grady All Teachers/Aides	General Ops.	August-May	Students will increase their reading scores on STAAR test Benchmark

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 1** By May 2013, 85% of all students (W,H,AA,ED) and all student populations\* will pass the Reading portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use ESL student Reading Workbooks in Spanish and English	Principals Teachers Becky Nelson	English and Spanish materials	Daily Assignments	ESL students will be able to use and understand English at a faster pace.
To have ESL students write their essays in Spanish and then re-write the essay in English	Principals Teachers Becky Nelson	Time to translate		
To use the Texas Middle School Fluency Assessment for 7 <sup>th</sup> grade students who failed reading portion of STAAR	Principals Teachers	Time to administrator test	Sept – October November-February March – June	Increase in comprehension through summarization, increase correct pronunciation and fluency
To Assign students to work with An RTI Reading program	Principals Teachers	COMPAS Learning program Schedule	August-May	Benchmarks STAAR Students will increase their knowledge of reading skills and comprehension level

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 2** By May 2015, 80% of all students (W,H,AA,ED) and all student populations\* will pass the Math portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use and emphasize Problem Solving Skills and Techniques	Principals Teachers	Teacher and commercially made materials	August-May	Students will show greater understanding of problem solving skills on assignments STAAR
To Investigate computer problem solving programs and make recommendations to administration	Principals Teachers	ESC Region 12 Computer programs Class time	December-February	Staff will evaluate effectiveness of the programs and make recommendation if appropriate
To have Students use A Reading program and Mullin Model, Student Driven Classroom, TAP	All Principals All Teachers	COMPAS Learning program Schedule	August-May	Students will increase math scores on STAAR test Benchmark

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 2** By May 2015, 80% of all students (W,H,AA,ED) and all student populations\* will pass the Math portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To Implement a daily measurement lab during class discussions, during lunch, etc...	Teachers	Measurement manipulatives	Daily	Students will be able to identify appropriate units of measure
To use Ability Group Math Classes in Algebra to get student prepared for STAAR and graduation requirements	Teachers	Math Materials	August-May	Increase number of students that show increased ability in math skills STAAR

\*Title I, 504, ESL, GT, Special Education



**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 2** By May 2015, 80% of all students (W,H,AA,ED) and all student populations\* will pass the Math portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To administer STAAR practice test for STAAR Remediation Math Forward at 7th and 8th Grade	Principals Teachers	Practice STAAR test	January-March	Students will increase scores on STAAR practice Students will make gains on STAAR test
To Focus on Measurement and Geometric Relationship and Spatial Reasoning	Principals Teachers	Activities	August – May	Students will demonstrate improvement of skills on assignments and class activities STAAR

\*Title I, 504, ESL, GT, Special Education, Algebra Readiness

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective # 3** By May 2015, 87% of all 4<sup>th</sup> grade students (W,H,AA,ED) and all student populations\* will pass the Writing portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use Mullin Model, Student Driven Classroom, TAP's Vertical alignment for elementary Writing	Principals Teachers	Writing workbooks	Each six weeks	Students will demonstrate improved STAAR writing items on periodic writing assignments
To use library or supplemental books to improve writing skills through modeling and writing assignments based on reading	Principals Teachers	Money for books	August-May	Students will demonstrate newly acquired skills on writing assignments

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective #3** By May 2015, 70% of all students (W,H,AA,ED) and all student populations\* will pass the Writing portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To write Research papers for writing understanding and skills	All Teachers	Class time Computer time Library availability	Each Semester	Students will demonstrate improved organizational and stylistic mastery
To read and use non-fiction literature to improve writing skills through modeling of good writing styles	All Teachers	Class time	Fall Semester	Students will produce essays and biographies modeled on literature samples
To use Journals in Writing	All Teachers	Journals Class time	Weekly	Students will show improvement in writing skills STAAR

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective #4** By May 2015, 75% of all students (W,H,AA,ED) and all student populations\* will pass the Science portion of the STAAR test.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have a higher emphasis placed on Science in each grade level using Mullin Model, Student Driven Classroom, TAP	All Teachers	Materials	Each six weeks	Students will increase on their knowledge of Science Science tests STAAR test scores

\*Title I, 504, ESL, GT, Special Education

**Goal # 1** By the school year 2015-2016, 90% of all students (W,H,AA,ED) and student populations\* will pass all portions of the STAAR test taken.

**Objective #5** Improve Gifted and Talented identification process in order to obtain the greatest potential of all students

Strategy	Person Responsible	Resources	Timeline	Evaluation
To continue year-round identification process	All Principals All Teachers	Parent Nomination forms	August-May	Number of students nominated
To use GT level project/lessons at least four times per year presented to and involving entire class	All Principals All Teachers	ESC Region 12 GT website	August-May	Students will show an increase in higher level critical thinking skills STAAR

\*Title I, 504, ESL, GT, Special Education

**Goal # 2** Maintain or exceed state standards of 94% for attendance for all students (W, AA,H,ED) and all student populations\*

**Objective #1** Maintain state standard of 94% attendance rate for all students (W,AA,H,ED) and all student populations\*

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use perfect attendance awards to increase attendance rate	All Principals All Teachers	Awards SCE	Every six weeks	Attendance rate

\*Title I, 504, ESL, GT, Special Education

**Goal #3** Maintain or exceed drop-out rate state standards

**Objective #1** Maintain or exceed drop-out rate state standards for all students (W,H,AA,ED) and student populations\*

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use follow-up procedures for students that have withdrawn to check current placement in receiving school	All Teachers All Principals Ms. Barker	Time for phone calls	Within 30 days of withdrawal	Reduce number of unconfirmed readmission and drop-out potentials
To have a Full-day Kindergarten program	Kim Nelson	Classroom Salary	August-May	Students will benefit by having more time to develop skills to help them be successful in 1 <sup>st</sup> grade

**Goal #3** Maintain or exceed drop-out rate state standards

**Objective #1** Maintain or exceed drop-out rate state standards for all students (W,H,AA,ED) and student populations\*

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have a Pregnancy Related Services (PRS) Program	Counselor	Region 12	August – May	Student will be on target to graduate
To use Before/After school time for Tutorials	Classroom Teachers	Tutorial Time	August – May	Decrease failure rate Students will have more success in the classroom
To use Tutorial Program for SSI students and potential failures	Classroom Teachers Instructional Aides Principals	Time	August - May	Reduced number of failures

\*Title I, 504, ESL, GT, Special Education



**Goal #3** Maintain or exceed drop-out rate state standards

**Objective #1** Maintain or exceed drop-out rate state standards for all students (W,H,AA,ED) and student populations\*

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use a Para-educator in Library to assist with reading skills	Laveta Hall	SCE Funds	August-May	Students will show increased reading skills STAAR
To schedule an aide part time in Kindergarten Classroom to assist struggling students	Mr. Branham Kim Nelson Laveta Hall	SCE Funds	August – May	Number of students that are struggling and behind in academics will decrease TPRI

**Goal #4** By 2015-2016, all students will be taught by highly qualified teachers

**Objective #1** Ensure that all students (W, AA, H, ED) are taught by highly qualified teachers and Para-educators.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To continue to use staff development training with Staff in order to maintain HQ status	Steven Mickelson Kristi Mickelson Principals John Clawson Teachers Para-educators	ESC Region 12	August – May	Number of teachers and Para-educators that are highly qualified.
To schedule ESC-12 staff to work with staff training	Steven Mickelson Kristi Mickelson Principals John Clawson T. Grady	ESC Region 12 Staff	August- May	Teachers will increase teaching skills shown through classroom observation Students will show increase knowledge through classroom work STAAR TAP

\*Title I, 504, ESL, GT, Special Education

**Goal # 5** Improve Parental Communication and Involvement

**Objective #1** Improve Parental Communication and Involvement

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use Web page to provide parents with up-to-date information	Principals Technology Director	Time Web page	Each month	Student performance will increase as parental involvement increases
To use Newspaper articles announcing school activities	Principals Teahcers	Newspaper	August-May	Student performance will increase as parental involvement increases

**Goal # 5** Improve Parental Communication and Involvement

**Objective #1** Improve Parental Communication and Involvement

Strategy	Person Responsible	Resources	Timeline	Evaluation
To send home Three-week grade reports for all students	Principals Teachers	Grade-book	Each six weeks	Students' performance will increase as parental involvement increases
To have our districts Board Policy On-line	Steven Mickelson Kristi Mickelson	TASB Board Policy Manual Title I	Year Round	Parents will have better access to board policy.

**Goal # 6** All students and staff will improve their technology skills and usage

**Objective #1** All students and staff will improve their technology skills and usage

Strategy	Person Responsible	Resources	Timeline	Evaluation
To use the Educational Internet sites In the classroom	All Teachers	Computer Internet connection	August-May	Students will benefit by staff being able to enhance the curriculum with modern up-to-date information
To use Research Paper assignments to find information on the WEB	Classroom Teachers	Computer Internet Connection	August-May	Students will be able to access more information in a more efficient and timely manner
To Integrate curriculum with technology skills	All Teachers Technology Director	Computer	August-May	Students will show gains of academic progress with the aide of technology skills

**Goal # 6** All students and staff will improve their technology skills and usage

**Objective #2** Implement and publish a school yearbook.

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have and publish an annual Yearbook	Sally Davis Mr. Branham	Publisher Internet Software Camera	August-May	Students will complete publication of yearbook Students will meet deadlines set by the publisher.

**Goal # 7** Staff will review and maintain Least Restrictive Environment

**Objective #1** Staff will review and maintain Least Restrictive Environment

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have STAAR as a focus at all ARD's as primary consideration for appropriate level placement	Lana Villa Principals Teachers Diagnosticians	ARD's	August-May	Number of exemptions will be reduced Students will benefit by increasing the number of special education students taking the STAAR test
To serve students in the regular classroom setting	Diagnosticians Principals Teachers	Class Schedules Para-educators Special Education Teachers	August-May	Students will show higher academic skills through their work STAAR

**Goal # 8** Provide an environment that promotes safety, security, and well-being for all students and staff

**Objective #1** Provide an environment that promotes safety, security, and well-being for all students and staff

Strategy	Person Responsible	Resources	Timeline	Evaluation
To have and enforce a reasonable Dress Code	All Staff	Student Handbook Discipline Management Plan Board Policy	August-May	Students' learning will be enhanced Number of discipline referrals will decrease
To make a School Emergency Procedure flip chart and have it readily available	All Staff	ESC Region 12 Flipchart	August-May	Students' sense of well-being will increase due to staff preparedness
To Update Crisis Management Plan	Principals Randy Sims	Crisis Plan ESC Region 12	August-May	Students' sense of well-being will increase due to staff preparedness



**Goal # 9** Provide an environment that promotes safety, security, and well-being for all students and staff

**Objective #1** Provide an environment that promotes safety, security, and well-being for all students and staff

Strategy	Person Responsible	Resources	Timeline	Evaluation
To review Student Handbook and Discipline Management Plan with students	All Teachers	Student Handbook Discipline Management Plan	August	Students will have a better understanding on the rules and consequences Safe School
To talk with students about signs of suicide and how to prevent them	Counselors	Time Lessons	Spring	Students will have a better understanding of how to prevent suicide among peers
To have a Bus Evacuation Drill	Bennie Weaver Mr. Branham Randy Sims	Busses Time	November March	Students will be able to show how to safely exit bus during event

**Goal # 9** Provide information for grants and financial aid to students

**Objective #2** Provide information for grants and financial aid to students

Strategy	Person Responsible	Resources	Timeline	Evaluation
To provide information on TEXAS, Teach for Texas grants and financial aid to students and parents in meeting and/or notes home	Principal Counselor	Time for meeting Notes home	September	Students and their parents will have a better understanding of the grants and financial aid available
To have a Financial Seminar for seniors and their parents	Counselor Principal	Financial information TEXAS, Teach for Texas and grant information	January	Students and their parents will have a better understanding of the grants and financial aid available