# DEVINE INDEPENDENT



# SCHOOL DISTRICT
# IMPROVEMENT PLAN 2009-10

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# *MISSION STATEMENT*

The Devine Independent School District fosters respectful life-long learners and leaders who maximize their potential through optimal educational opportunities offered in an environment of equality, respect, and competitiveness.

# DEVINE INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES

**Cindy Morales.**, President
**Wayde Anderson.**, Vice President
**Nancy Pepper**, Interim Secretary
**Carl Brown**, Trustee
**Dwayne Gardner**, Trustee
**Henry Moreno**, Trustee
**Member**, Trustee

## DISTRICT ADMINISTRATION

**Linda McAnelly**, Superintendent
**Byron McAdams**, Asst. Supt. for Curriculum & Instruction
**Glenda Allen**, Director of Special Programs
**Rick Rodriguez**, Director of Special Education
**Debbie McCormick**, Business Manager

## CAMPUS ADMINISTRATION

**Devine High School**, Mike Lawson
**Devine Middle School**, Lori Marek
**Devine Intermediate School**, Scott Sostarich
**J. J. Ciavarra Elementary School**, Brenda Gardner

# DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

| | |
|---|---|
| **Linda McAnelly** | Superintendent |
| **Byron McAdams** | Assistant Superintendent of C & I |
| **Glenda Allen** | Administrative Representative |
| **Ricky Rodriguez** | Special Education Director |
| **Rebecca Meek** | Chairperson |
| **Missy Solbrig** | Co-chairperson |

## Elementary Campus

Brenda Gardner

Cassandra Eads

Christie Bean

Mary Kay

Kerrie Harrell-Parent Rep.

## Intermediate Campus

Scott Sostarich

Missy Solbrig

Robyn Wheeler

Joe Navarro

Sue Ellen Geyer-Parent Rep.

## Middle School Campus

Mandy Cross

Dawn Schneider

John Rotramel

B.K. Bates

Nancy Saathoff-Parent Rep.

## High School Campus

Beverley Crain

Steve Anderson

Agnes Ramirez

Rebecca Meeks

Nancy Briscoe-Parent Rep

## Community Representatives

Betty Caldwell

Barbara Moore-Driscoll Public Library

## Business Representatives

Karey Michalec-American Funds

Dawn Ochoa-State Farm Insurance

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 1:**          **PARENT RESPONSIBILITY: Parents will be full partners in the education of their children.**

**District Objective:**    The district will increase parental involvement by including parents and the community in decision-making at the district level.
*Measurement:*          This will be documented through parental participation in the District Educational Improvement Council meetings.

**District Objective:**    The district will increase parental participation in the District Educational Improvement Council meetings.
*Measurement:*          This will be documented through each parent's commitment to share the responsibility for improved student achievement reflected in the School-Parent Compact and in documented participation of campus parental involvement activities.

**District Objective:**    The district will systematically communicate with parents in English and Spanish when appropriate to relate information and to offer opportunities for meaningful parental involvement.
*Measurement:*          This will be documented through the distribution of district publications and filed copies of parent notices.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Parents will provide input for planning, implementing and evaluation of the District Achievement Plan, Campus Improvement Plans, Title I, and Safe and Drug Free Schools' Programs and other activities requiring parent input. | Facilities for meetings Parent Satisfaction Survey | Dir.Spec.Prog/Personnel Principals | Regularly scheduled meetings Schedule on file in appropriate office | Sign-in sheets will reflect parent attendance at the meetings Agendas and announcements |
| 2. An annual Title I public meeting will be held to involve parents in planning, review and improvement of Title I, Part A programs, including the review of school-parent compact and the district and campus parent involvement policies. | Title I | Director of Special Programs PLN Facilitators | Fall 2009 Spring 2010 | Sign in sheets Evaluation Forms Minutes |
| 3. Parents will commit to improving student achievement and behavior by signing the Title I and District School Parent Compact in the district's handbooks and District Student Code of Conduct. | Local and Title I printing funds | Principals Dir.Spec.Prog/Personnel Campus staff | Forms on file at campus office September 2009 | Signed compacts receipts of SCC and handbooks on file. |
| 4. Provide opportunities for parent/teacher contact and conferences at the beginning and through out the school year. | Teachers | Principals | Early dismissal On-going | Sign-in sheets Open House schedule |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
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| 5. Provide supportive activities to promote parenting skills for both the regular and optional extended year programs through Parent Learning Network and summer parent involvement. | Title I, State Compensatory funds and Optional Extended Year Grant | Family Headstart Services Dir.Spec.Prog/Personnel Parent Learning Network Summer School Staff PLN Facilitators Principals | Public School Week | Schedule of meetings Agendas Sign-in Sheets |
| 6. Provide practice activities to parents to assist the students on TAKS areas of weakness for grades 3 through 8 and implement a series of workshops for parents in multiple locations at PLN meetings. | Title I and local funds Parent reports | Dir.Spec.Prog/Personnel Counselors Principals Teachers | Vary throughout year Schedule of parent activities by program | TAKS practice activities Counselor records |
| 7. Share literature in English and Spanish to parents with suggestions for working with students at home - magnets, bookmarks, and calendars. | Title I funds | Dir.Spec.Prog/Personnel | September 2009-April 2010 | Purchase orders Copies of materials sent |
| 8. Provide a program on successful parenting for teenage parents. | FCCLA Group Counseling State Compensation Education | FCCLA Teachers Parents | August 2009-June 2010 | Class schedules |
| 9. Promote parental/community participation in Community Education Program, ESL, and GED classes. | Title V Local funds | Dir.Spec.Prog/Personnel | As needed Fall, spring, and summer enrollment data | Schedule of classes Number of participants who obtain GED certification and enrollments |
| 10. Contact social service agencies, local charities and child protective services to provide service for students and parents in the areas of health and clothing. | Nurse, counselors, city, community, and county agencies, charitable organizations Principals | Nurses Counselors Principals Asst. Principals | As needed | Counselors' reports Nurses' reports |
| 11. Annual parent involvement meeting in the fall to provide parents information regarding special programs offered in DISD and needs assessment meeting each spring to review Title I budget, programs, and district parent involvement policy. | Title I, Local | Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director Counselors Special Prog. Teachers | Fall 2010 Spring 2010 | Agendas Information packets,, brochures, sign-in sheets, evaluations |
| 12. Fall and spring parent meeting for families to assist them in understanding and assessing the G/T program. Reports to parents each six weeks, parent evaluation, student evaluation of the program. | ESC XX Cooperative G/T Consortium | GT Instructor K-5 Campus teaches (6-12) Counselors | October 2009 March 2010 June 2010 | Agenda, copies of items sent to parents, brochures, sign-in sheets, teacher online grade book, student folders |
| 13. Inform/give letters to parents for Optional Flex Year schedule informing them of student participation eligibility. | Local | Admin. Teachers Office Staff | May 2010 | Flex Year Attendance |

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|---|---|---|---|---|
| 14. Provide opportunity for student nomination for G/T by parents, teachers, and self. | Nomination forms<br>Pre AP/AP Subjects<br>Dual enrollment 12<sup>th</sup> grade | GT Instructor<br>Counselor<br>Teachers at Elementary and Secondary | October 2009-March-2010 | Nomination forms on file at the individual campuses |
| 15. Provide parents of G/T students with information on out-of-school options relevant to the student's area of strength. | A/P Biology<br>Printing budget G/T<br>Parent surveys | G/T staff<br>Asst. Sup of C&I<br>Principals | December 2009-June 2010 | Copies of information sent home |
| 16. Distribute written policies and involve parents in improving/modifying services to G/T students by parental surveys and evaluations. | Local, state, federal funds<br>G/T surveys | G/T staff<br>Principals | August, September, December 2009-June-2010 | Copies of policies to parents<br>Surveys on file<br>District and campus achievement plans |
| 17. Include parents as equal partners in education of students with disabilities. | Local, state, federal funds<br>Printing budget<br>G/T Parent Surveys | Spec. Ed. Director<br>Special Ed. Director<br>Diagnosticians<br>Principals<br>Speech therapists | August 2009-June 2010 | Parents' signatures on IEP's developed at the annual review<br>Signatures at parent meetings |
| 18. Provide parents with procedural safeguards regarding special education services. | Local, state, federal funds<br>Printing budget | Spec. Ed. Director<br>Special Ed. Director<br>Diagnosticians<br>Speech therapists<br>Principals<br>Teachers<br>Counselors | During ARD meetings and any other parent contact | Procedural safeguard log |
| 19. Encourage parents to serve as school volunteers including serving on campus/district-wide committees. | Campus budget<br>District web-site<br>Newsletters | Principals<br>Asst. Principals<br>Counselors<br>Librarians | September 2009–June 2010 | Sign- in sheets for volunteers<br>SBDC and DEIC |
| 20. Provide parents campus and district information through district website, parent list serve, and monthly event calendars. | District web-site<br>Local<br>The Stampede | Principals<br>Dir.Spec.Prog/Personnel<br>Tech. Director,<br>Tech. Specialist | August 2009-June 2010 | Parent Survey |
| 21. Provide parents with names of SBDM and DEIC parent representatives and contacts. | District web-site<br>The Stampede<br>Newsletters | Principals<br>Dir.Spec.Prog/Personnel<br>Tech. Director, Tech. Specialist | August 2009- June 2010 | Parent Survey |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
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| 22. Provide training for parents to assist children in communication skills and responsible behaviors through the PLN curriculum. | Title I budget TASB for Parent Learning Network | PLN Team | Fall 2009 and Spring 2010 meetings (day & evening meetings) | Sign-in sheet, training topics, evaluation forms, parent survey |
| 23. Provide information on issues relating to drugs/violence. | Title 1 budget SDFS funds Parent pamphlets for prevention of drug abuse and gangs Student handbooks/newspapers Random Drug Testing Policy | Designated staff Dir.Spec.Prog/Personnel Counselors Principals Asst. Principals | August 2009- June 2010 | Calendar of workshops or distribution dates Sign in sheets |
| 24. Provide information to parents of limited English proficient (LEP) students being served in ESL programs, which will assist them to understand program goals and to address concerns. | ESL Staff Campus LPAC | Dir.Spec.Prog/Personnel LPAC ESL staff Counselor | August 2010- June 2011 | Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets |
| 25. Provide information to parents concerning the recommended High School Degree Plan. | Campus budget | High School & Middle School Counselors HS-AP of C&I | March - February 2010 | Copies of Degree Plans to Parents |
| 26. Increase parent communication through online gradebook and attendance. | Local District website | Principals K-12 Staff Technology Director | August 2009- June 2010 | Parent Survey |
| 27. Orient parents and students by providing "Meet the Teacher Night" before the first day of school. | Time Communication through newspaper and website | Principals Staff | August 2009 | Parent Sign-in Sheets Parent Survey |
| 28. Implement communication plan to improve effective communication between teachers/parents and administrators/parents. | Time Survey instrument and data | Dir.Spec.Prog/Personnel Principals | August 2009- June 2010 | Improved survey results |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 2:**          **STUDENT LEARNING: All students will be encouraged to meet their full educational potential.  The individual education program (IEP) for each student beginning at age 16 (or younger if appropriate) includes a statement of needed transition services. The parent is notified that consideration of transition services of the IEP meeting. The student will be invited.  Students with disabilities are educated with non-disabled peers in the least restrictive environment.**

**District Objective:**          All students who take the test will be determined to be proficient on the Texas Assessment of Knowledge and Skills scored in 2010 as reported on AEIS.

*Measurement:*          The percent of all students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of all students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of all students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of all students (summed across grades 8, 10 and 11) passing the Social Studies test will maintain or exceed the state average in 2009-2010.

The percent of all students (summed across grades 5, 8, 10 and 11) passing the Science test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of all students (summed across grades 3-8 and 10) passing tests will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of African American students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of African American students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of African American students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of African American students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average 54% in 2009-2010.

The percent of African American students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Hispanic students (summed across grades 3, 8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Hispanic students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state /federal

(AYP) average in 2009-2010.

The percent of Hispanic students (summed across grades 4, 7 and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Hispanic students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Hispanic students (summed across 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of White students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average in 2009-2010.

The percent of White students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of White students (summed across grades 4, 7 and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of White students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of White students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average under new standards in 2009-2010.

The percent of Economically Disadvantaged students (summed across grades 3- 8, and 10) passing the math test will maintain or exceed the state/federal (AYP) average in 2009-2010.

The percent of Economically Disadvantaged students (summed across grades 4, 7, and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average for 2009-2010.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2008-2009

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2009-2010.

**District Objective:**    Performance on the Iowa Test of Basic Skills will increase for Kinder, 1st, and 2nd grades.
*Measurement:*    The reading (word analysis) total for kinder students in 2008-2009 (58%) will maintain or exceed the national average percentile of 50% in 2009-2010.

The math total for kinder students in 2008-2009 (54%) will maintain or exceed the national average percentile of 50% in 2009-2010.

The reading total for 1st grade students in 2008-2009 (61%) will maintain or exceed the national average percentile of 50% in 2009-2010.

The math total for 1st students in 2008-2009 (49%) will maintain or exceed the national average percentile of 50% in 2009-2010.

The reading (word analysis) total for 2nd grade students in 2008-2009 (63%) will maintain or exceed the national average percentile of 50% in 2009-2010.

The math total for 2nd grade students in 2008-2009 (60%) will maintain or exceed the national average percentile of 50% in 2009-2010.

**Objective:** Age 14 transition planning requirements are included in operating guidelines and consistently implemented in the IEP. The LEA informs parents that one purpose of the ARD committee meeting is consideration of transition needs and services and that the student will be invited. The LEA provides students and parents with transition planning information prior to an ARD committee meeting. Supplementary aids and services are specified in the student's IEP, are based on student need, are consistently implemented and result in placement in less restrictive settings. In addition, the LEA provides district-wide staff development in the provision of supplementary aids and services. The LEA has the ability to provide a continuum of placement options at all levels. Placement decisions are driven by student need and LRE considerations. Students with more severe disabilities are served in a variety of placement options. In addition, The LEA involves staff in district-wide planning for the development of placement options for students with disabilities.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Compass Learning Program, Basics Lab, Spell-it, Jump-Start, Thinking Things, Skills Bank, Plato software, Academy of Reading and Math, AR Reading, TAKS Practice, software programs and others as available for K-12 reading and math. | Program and Campus staff | Asst. Sup of C&I Teachers Campus Lab Aides | Monthly campus visits | Computer generated reports Teacher schedules |
| 2. Adhere to the Title I School-wide Campus Improvement Plan as required by Title I Part A SAS-201 and SAS-217 for fiscal year 2009. | Campus Plans Title I budgets Assurances Standard application | Dir.Spec.Prog/Personnel | Monthly visits | Evaluation report to TEA Notice of grant award |
| 3. Provide support to schools and staffs for curriculum, data disaggregate, and staff development. | Title I funds Local funds Grants AEIS-IT | Support Personnel Asst. Sup of C&I APs of C&I | August 2009 –July 2010 | Completed and approved application |
| 4. Process migrant records and identify students. | Region XX Service Center | Dir.Spec.Prog/Personnel | August 2009 –July 2010 | Data entry specialist logs Reports   ESC XX |
| 5. Conduct Pre-Kinder/Kindergarten Round up. | District funds | Principal Support staff | June 2009-June 2010 | Enrollment |
| 6. Investigate offering GED evening classes to encourage students to attend and graduate instead of withdrawing from school. | High school classroom Designated campus ~~Title V~~ Local | Dir.Spec.Prog/Personnel Counselors Teachers | September 2009-April 2010 | Attendance records Tests results |
| 7. Identify students determined to be At-risk, and monitor students on the lists each six weeks to determine the need for follow up services. | Six week report card data | Dir.Spec.Prog/Personnel Principals Counselors Teachers | August 2009 – June 2010 | Lists of At-Risk students Failure rate reports at six week intervals |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 8.  Teaching study skills and test taking techniques in all grade levels K-12. | Resource materials | Teachers<br>APs of C&I | Each six week reporting period September - April | Counselor reports/logs<br>Six weeks grades<br>Test results |
| 9.  Provide an extended year program for At-risk students in grades PK-12. | SCE funds<br>OEYP funds<br>ARI/AMI | Dir.Spec.Prog/Personnel<br>Assigned Staff<br>Principals | June 2010 | Attendance documentation for enrolled students |
| 10.  Provide services for At-risk students, including 504 referrals, to be used by campus referral committees in recommending services for students with special needs. | Staff committees<br>SCE funds<br>Title I | Dir.Spec.Prog/Personnel<br>Spec. Ed. Director | August 2009 – June 2010 | Distribution of document to campus referral committees |
| 11.  Provide an array of learning opportunities for At-Risk students that emphasize content in the four core academic areas. | SCE funds<br>Title I | Dir.Spec.Prog/Personnel<br>Campus Principals<br>APs of C&I<br>Asst. Sup of C&I | August 2009 – June 2010 | Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests |
| 12.  Use Accelerated Reading Instruction Program, Reading First model  to provide services for At-Risk students in K-3 | Local funds<br>SCE<br>~~Reading First Grant~~ | Elementary and Intermediate Principals Staff | August 2009 – June 2010 | Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests |
| 13.  Train students on the use of electronic media for research, bibliography, and accelerated reader. | State Funds<br>As needed on site by teacher request to librarian initiative | Teachers<br>Librarians | August 2009 – June 2010 | Campus library records<br>Lesson plans<br>Computer lab logs |
| 14.  Provide services for identified gifted students that include instructional and organizational patterns as specified in 19TAC Ch 89. | G/T budget | Asst. Sup of C&I<br>Principals<br>G/T teachers | August 2009 – June 2010 | G/T surveys and/or program evaluation campus G/T organizational plans |
| 15.  Expand the scope and sequence for the G/T Program. Review and revise the gifted curriculum guides in order to meet the cognitive and affective needs of gifted students. | G/T budget<br>Region 20 Cooperative | Asst. Sup of C&I<br>Principals<br>G/T Teachers | September 2009 and March 2010 | G/T scope and sequence (K-12)<br>Curriculum guides for gifted program |
| 16.  Provide opportunities in which student products and performances demonstrate that identified G/T students have engaged in complex thinking and have used advanced materials and technologies. | G/T budget | Asst. Sup of C&I<br>Principals<br>G/T Teachers | August 2009 –June 2010 | Purchase orders<br>Resource lists |
| 17.  Update the district dyslexia plan to include emphasis on the four phases of the program as described by TEA. | Materials<br>Local funds<br>SCE funds | Dir.Spec.Prog/Personnel<br>Campus Dyslexia Coordinators | August 2009 – June 2010 | Documentation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 18. Use the dyslexia program at each campus as needed. | Staff<br>Campus Dyslexia Coordinators<br>Local funds<br>Academy of Reading | Dir.Spec.Prog/Personnel<br>Principals<br>Counselors<br>Campus Dyslexia Coordinators | August 2009 – June 2010 | Class lists of students served |
| 19. Provide information on accommodations for dyslexia students at each campus. | Local Funds<br>Materials<br>SCE funds | Dir.Spec.Prog/Personnel<br>Principals<br>Counselors<br>Campus Dyslexia Coordinators | August 2009 – June 2010 | Sign-in forms<br>Agenda<br>Handouts |
| 20. Track dyslexia students throughout their school career. Current and former dyslexia students are provided with accommodations each school year, which are implemented as needed. | Local funds<br>Materials<br>SCE funds<br>ARI/AMI<br>Academy of Reading | Dir.Spec.Prog/Personnel<br>Campus Dyslexia Coordinator<br>Counselors | August 2009 – June 2010 | Class lists of all students who have been served |
| 21. Provide after-school tutorial program for at-risk students. | Principals<br>Teachers<br>SCE | Principals<br>Dir.Spec.Prog/Personnel<br>Assigned teachers | September 2009 – June 2010 | Payroll records<br>Evaluation reports<br>Benchmarks |
| 22. Inform teachers of behavior management and instructional modification strategies at all campuses. | ARD Committee | Counselors<br>Diagnosticians<br>Psychologists<br>Teachers | August 2009 – June 2010 | Implementation of plans and modifications |
| 23. Increase the number of disabled students in less restrictive settings (attendance code 40) by increasing and use of supplementary aids, and or assistive technology in general education classes. | Special Education Personnel<br>Teachers | Spec. Ed. Director<br>Counselors<br>Principals<br>Teachers | May 2010<br>Following annual review | Disproportional Analysis |
| 24. Offer various advanced and experimental courses for G/T students on the high school level through Pre AP, and Advanced Placement (AP) courses, dual enrollment. | G/T budget<br>AP Materials<br>Dual credit materials | G/T teachers<br>AP teachers<br>Principals<br>Counselors | August 2009 – June 2010 | Survey results<br>List of offerings<br>Student schedules |
| 25. Assure that the majority of students are assessed for G/T in the student's dominant language and that if identified they have access to services to gifted students. | G/T Assessments | G/T Teacher<br>Asst. Sup of C&I<br>Counselors | October 2009 – June 2010 | Records of nominees on each campus<br>G/T folders with copies of tests given. |
| 26. Assure that there is an active G/T selection committee on each campus made up of at least three local district educators who have training in the nature and needs of the gifted. | G/T Campus Committee | Principals<br>G/T Teachers<br>Asst. Sup of C&I<br>Counselors | October 2009 – June 2010 | List of committees on file<br>Personnel files |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
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| 27. Have G/T nominations and screening in the fall and spring. | G/T budget | Asst. Sup of C&I Counselors G/T teachers Principals | October 2009 and March 2010 | G/T folders on each campus |
| 28. Provide an array of learning opportunities in G/T program grade K-12 that emphasize content in the four core academic areas. | G/T budget G/T teachers | Asst. Sup of C&I Counselors G/T teachers Principals | August 2009 – June 2010 | G/T student schedules on each campus Lists of course offerings |
| 29. Provide opportunities for G/T students to accelerate in area of student strength. | G/T budget G/T surveys CBE testing Budget | Asst. Sup of C&I Counselors G/T teachers Principals | May & August 2010 | Credit by examination (CBE) results. Purchase orders for advanced materials. |
| 30. Assess students in K-12 using multiple sources for each area of G/T and, if identified, provide appropriate services. | G/T budget | Counselors G/T Teacher (K-5) | August 2009 – June 2010 | G/T folder |
| 31. Use and monitor the ESL program to include instruction in English using ESL instructional techniques. | State adopted materials Supplemental materials Title III | Dir.Spec.Prog/Personnel Staff Campus staff | August 2009– June 2010 | Report card grades TELPAS |
| 32. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc. | Printed material Meetings | Appropriate departments Counselors | August 2009– June 2010 | Agenda Sign-in sheets |
| 33. Provide transition information to students and parents receiving Special Education services when age appropriate i.e.. home to school - school to school - school to work | PPOG Federal rules and regulations | Spec. Ed. Director Special Education Staff | August 2009– July 2010 | Timelines met |
| 34. Provide necessary staffing to meet needs of special needs students. | PPOG Federal rules and regulations | Spec. Ed. Director | August 2009– July 2010 | Timelines met |
| 35. Provide Cooperative Discipline, Learning Styles, Modifications, and Relation Building. | ESC XX Persons with expertise in addressed activities. | Spec. Ed. Director Campus Staff Special Education Staff | August 2009– July 2010 | Number of students being referred to Special Education during the 08-09 school year. Instructional Arrangements |
| 36. Provide full continuum of service options to meet individual educational needs for students receiving Special Education services. | PPOG, Federal rules & Regulations, ESC XX | Spec. Ed. Director | August 2009– July 2010 | Students being served in special education. |
| 37. Provide Preschool Program for children with Disabilities. | Special Education Funds State & Federal Funds | Spec. Ed. Director Special Education Staff | August 2009- June 2010 | Special Education Testing Informal teacher observation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
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| 38. Use the Waterford Early Reading Program to provide an array of learning opportunities for Kinder that emphasize content in Reading Skills. | Local funds ~~Reading First Grant~~ | Asst. Sup of C&I Kinder Staff | August 2009- June 2010 | Report Card Grades ITBS TPRI |
| 39. Encourage students to take recommended course-work in order to qualify for Texas Grant Scholarship at collegiate level. | Curriculum | Counselor High School Principal | August 2009- June 2010 | Recommended diplomas |
| 40. Maintain class size according to School FIRST. | Title II –A Local funds (School Financial Integrity Rating System of Texas) | Principals | August 2009- June 2010 | ITBS TAKS |
| 41. Provide testing for K-12 benchmark program in order to identify students at risk of failing TAKS and then provide intervention. | Local funds Title I | Asst. Sup of C&I APs of C&I Principals Counselors Teachers | September 2009- June 2010 | Benchmark and TAKS scores |
| 42. Provide remediation for 3rd through 12th graders who do not pass a portion of the TAKS test . | ARI/AMI funds Curriculum TAKS Practice Resources Local funds Flex-Year | Dir.Spec.Prog/Personnel Principals Teachers Renee Dougherty | March – July 2010 | TAKS scores |
| 43. Provide intervention for students in grades K-5 for students who may be at-risk of reading/math difficulties, including dyslexia. | ARI/AMI funds | Dir.Spec.Prog/Personnel Principals Interventionist | October 2009-June 2010 | Benchmarks TAKS scores DRA Reports TPRI Reports |
| 44. Identify K-3 students determined to be at risk for reading, and monitor students on these lists for Tier 2 and 3 interventions. | ~~Reading First Grant Funds~~ Local Title I | Asst. Sup of C&I K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals | August 2009-June 2010 | DRA Reports TPRI Reports DIBELS Reports Classroom Assessments |
| 45. Vertically align writing, reading, math, social studies, and science in grades K-12. | Local Title I CScope Title XIV SFSF | K-12 ELA, science, math and social studies teachers Reading interventionists and coaches Librarian | August 2009- June 2010 | Curriculum maps CScope |
| 46. Curriculum Teams in the four core-areas will develop benchmarks to gauge student progress. | Local | TAKS Coordinators Asst. Sup of C&I APs for C&I | August 2009-July 2010 | Assessment Benchmarks |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 47.   Provide math/science vertical team with math/science coordinators K-12 to improve math & science scores to the State average through a math/science strategic plan. | Local | Superintendent Asst. Sup of C&I Principal Principal ESC XX | August 2009-June 2010 | 5-E Lessons Completed math/science strategic plan Aligned Curriculum TAKS Scores |
| 48.   Utilize Special Ed. Strategic Plan in order to increase instruction in inclusive settings, improve collaboration, meet and exceed state and federal accountability standards, and improve the effectiveness of operational procedure. | Time Local and special ed. funding | Spec. Ed. Director Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I | September 2009-September 2010 | Completed Strategic Plan that includes evaluation for each activity. Special Ed. Survey |
| 49.   Implement Response to Intervention (RtI) using the 3 Tier Model for struggling students that do not learn at expected rates for grade level. | Study Island PLATO CScope Compass Reading First Model | Principals, APs of C&I Counselor DSAT committee Asst. Sup of C&I | August 2009- June 2010 | Progress Monitoring Report Cards TAKS Benchmarks |
| 50.   Provide campus libraries with additional books and computers to enhance instruction for all core subject areas and increase utilization of library resources. | Title XIV SFSF | Librarians Principals APs of C&I Teachers | August 2009- June 2010 | POs for purchasing books and computers Documentation/log-in of teacher/student library use. |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2009-2010

**Goal 3:**          **DROP OUT PREVENTION: Through enhanced drop out prevention efforts, all students will remain in school until they obtain a high school diploma.**

**District Objective:**    The district will see a decrease in the drop out rates as follow:

*Measurement:*       The percent of student drop outs in grades 7-12 in the district will remain constant or decrease

The percent of Hispanic drop outs in grades 7-12 will remain constant or decrease

The percent of White drop outs in grades 7-12 in the district will remain constant or decrease

The percent of Economically Disadvantaged drop outs in grades 7-12 in the district will remain constant or decrease

The district will target and monitor potential at-risk students from grades K-12.

**District Objective:**    STUDENT ATTENDANCE: The District will continue to obtain the 95% based upon the District's attendance plan.

*Measurement:*       District Attendance will improve by 0.5%.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Maintain tutorials for students deemed to be At-Risk as defined by state /local criteria. | SCE funds | Principals/APs of C&I Teachers Counselors | August 2009- June 2010 | Attendance list Tutorial schedules Payroll time cards Test results |
| 2. Provide career awareness of other post-secondary options besides college (technical schools, etc.) | Local funds Career Day for PreK – 12 FCCLA AG classes Volunteers-Community Internet-research careers ESC 20-COW (Careers On Wheels) Vet Tech, Engineering, Architecutral Drafting Digital Media Pharm. Tech | Counselors/Teachers Director Career & Technology AP of C & I | August 2009- June 2010 | Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11th graders Certification |
| 3. Provide follow-up tracking of student withdrawals in grades 7-12 and refer to outside agencies those students who do not return to the school setting. | Verbal and written communication | Attendance Clerks Principals Counselors J.P. Judge SRO | August 2009- June 2010 | School enrollment roster Program descriptions |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 4. Refer school dropouts to GED program and Texas Workforce Center. | Staff<br>Attendance Clerks<br>Texas Workforce Center | HS Principal<br>HS Counselor<br>Dir.Spec.Prog/Personnel | Continued as students are found | Records on file |
| 5. Continue Homebound instruction for teen parents and students with medical disabilities. | Community agencies<br>Food stamps as needed<br>Medicaid/WIC<br>SCE | Counselor<br>Homebound Teacher | Time line varies by individual student. | Teen parents remaining in school |
| 6. Provide a district incentive prize for each campus to be awarded to a student with perfect attendance. | Donated/or local budgeted items | Teachers<br>Attendance Clerk<br>Principals/APs | Each semester<br>Six weeks | Increased % in Attendance |
| 7. Maintain attendance report to identify patterns of absences of students at schools. | Attendance data<br>SRO | Principals/APs<br>Attendance Clerks<br>SRO | Daily during the school year | Attendance reports<br>Referrals<br>Communication w/ parent & student |
| 8. File truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy. | Justice of the Peace<br>Court Order | Attendance Clerks<br>Campus Principals<br>Asst. Principals | August 2009- June 2010 | Warning Letter<br>Referral Report<br>Court Records<br>Follow up Report |
| 9. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences. | Parent Learning Network<br>District budget<br>Title I<br>Headstart | Dir.Spec.Prog/Personnel<br>Headstart staff<br>Principals<br>PLN Facilitators | August 2009- June 2010 | Purchase orders<br>Schedules<br>Required forms |
| 10. Develop and provide valid medical information on pregnancy, nutrition, labor and delivery to pregnant teens. | Informational booklet prepared by Devine secondary nurses on pregnancy for each secondary clinic.<br>Handouts | MS and HS Counselors<br>Nurses<br>School Health Advisory Council (SHAC) | August 2009- June 2010 | Handouts<br>Booklets |
| 11. Continue to use Student Code of Conduct, which offers alternatives to suspension, ISS, or removal to alternate settings with follow-up on removals. | Staff | Principals and Assistant Principals<br>Special Education staff<br>Student and Parent | Varies for individual needs | Individual Behavior Management plans<br>Statistical data |
| 12. Continue the operation of an Alternative Education Campus that offers instructional and counseling services to designated students. | SCE | AEP Principal and Counselor<br>Regular Ed Teachers<br>APs | Each six weeks<br>Reporting Period | Alternative Hearing Packets<br>Referral letter |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 13. Maintain a focus on Life Skills to offer choices for success and enhance students' academic performance. | Materials<br>Local funds<br>Federal funds | Campus Life<br>Skills Teachers<br>Special Ed Department | Each six weeks | Lesson Plans |
| 14. Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs. | All staff members<br>Local funds<br>Devine Police Drug dog and/or Interquest Drug Dog Agency | Devine Police and/or Interquest<br>HS & MS<br>Principals & APs<br>SRO | August 2009- June 2010 | Interquest Reports<br>Safe & Drug Free Reports<br>Random Student Drug Testing<br>Reports from Pinnacle |
| 15. Provide the student and parent with information regarding external agencies that provide substance abuse education or counseling for students that test positive in random student drug testing. | Current list of agencies/resources | HS Principal/APs<br>HS Counselor<br>School Nurse<br>South Texas Rural Health | August 2009- June 2010 | Required proof of attendance in a certified drug-abuse program or private counseling |
| 16. Provide visits from law enforcement agencies to inform students of penalties concerning truancy. | Justice of the Peace<br>SRO | Campus Principals/ APs<br>SRO | 1st week of the 1st semester of school | Warning letter<br>Referral Report |
| 17. Promote the Texas Grant and the Recommended Diploma Plan. | Four Year High School Graduation Plan | High School Counselor | 9-12 Grade | Court Records<br>Follow-up Report |
| 18. Maintain the Plato Lab, TAKS remediation classes and credit recovery. | Local money | HS Principal<br>Counselor<br>Program Coordinator<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Reg. Ed. Teachers | August 2009- June 2010 | Six wks. Failing<br>End of year failing rate<br>State drop-out rate<br>8th Grade TAKS Scores |
| 19. Maintain Kinder W.E.R.P. - Early Reading Program | Grant money<br>Local money | Curriculum Director<br>Kinder Teachers | August 2009- June 2010 | Pre & Post Test scores<br>Improved ITBS scores |
| 20. School Resource Officer will help campuses enforce compulsory attendance laws. | Local funds | Dir.Spec.Prog/Personnel<br>Campus Principals<br>Assistant Principals<br>SRO<br>Attendance Clerk | August 2009- June 2010 | Attendance report<br>SRO  records |
| 21. Target potential drop-out/at risk students through:<br>• Reading 1st model intervention<br>• 3rd, 5th, and 8th grade Student Success Initiative (SSI)<br>• Exit TAKS | SCE<br>Title I<br>ARI/AMI | Counselors<br>Teachers<br>Principals<br>APs | Spring 2010 | TAKS<br>TAKS-A<br>TAKS-M<br>TAKS-Alt |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 22.   Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment. | SCE Local | Counselors Teachers Principals Asst. Principals | August 2009- June 2010 | TAKS Scores PGP plan TAKS-A TAKS-M TAKS-Alt |
| 23.   Provide summer school for retained students (K-12) remediation (K-5), and TAKS camps (6-12) for at-risk students. | SCE ARI/AMI Title I OEYP | Principals APs of C&I Counselors Summer School/TAKS camp teachers | June 2010 | Report cards TAKS scores Attendance records |
| 24.   Provide after-school and summer credit recovery with PLATO software. | SCE | Principal AP of C&I Counselor Teacher | September 2009-June 2010 | Completed courses Student record of retrieved credit |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 4:**　　　　　　**CURRICULUM: A well-balanced and appropriate curriculum will be provided to all students.**

**District Objective:**　The district will provide a well-balanced curriculum as defined in TEC.  The foundation curriculum includes English Language Arts, Mathematics, Science, and Social Studies and the enrichment curriculum includes, to the extent possible languages other than English, Health, Physical Education, Fine Arts, Economics, Career and Technology education, and technology applications.

*Measurement:*　　　This will be reflected on the student report cards, campus master schedules, and at the secondary level, each individual student's graduation plan and choice slips.

**District Objective:**　The appropriate Texas Essential Knowledge and Skills (TEKS) will be taught at each grade level.

*Measurement:*　　　This will be documented in one of the following: Through cross reference of Texas Essential Knowledge & Skills in present and future state adopted textbooks, in lesson plans, on Teacher Test Masters, in grade books or reflected in student achievement performance via the TAKS & ITBS tests.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Align Math K-12, Reading K-8, Writing K-12, Science K-12 and Social Studies K-12. | Alignment material Textbook scope & sequence TAKS test format CScope | Asst. Sup of C&I Grade level coordinators Vertical teams | September 2009- June 2010 | Campus report at regular interval Curriculum maps Vertical Alignment Document |
| 2. Use state adopted texts grades K-12. | State adopted text | Asst. Sup of C&I Principals Math Teachers | August 2009 - June 2010 | Lesson plans Principal observations |
| 3. Offer advanced mathematics and ELA  at the middle school. | Materials Graphing Calculators | Principal AP of C&I Counselor MS teachers | August 2009- June 2010 | Students' schedules Class Rosters |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 4.  Provide strategies to meet the needs of students in grades K-12;<br>   • staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student's development<br>   • counseling and study skills<br>   • conflict resolution, assertive discipline<br>   • instructional models, initiatives<br>   • TAKS<br>   • curriculum timelines<br>   • parent/community involvement<br>   • interdisciplinary instruction<br>   • technology | Materials<br>Video Tapes<br>Library resources<br>Instructional models<br>Staff Development Allotment<br>Technology Allotment | Principals<br>Assistant Principals<br>Counselors<br>Staff development Coordinator<br>AP of C&I | August 2009- June 2010 | Meeting agendas<br>Sign-in Sheets<br>Completion of Certification<br>Evaluation forms |
| 5.  Encourage identified Gifted and Talented students on the high school level to investigate and participate in Pre AP courses, Advanced Placement (AP) courses and Dual Credit courses. | G/T Budget<br>G/T Teachers<br>PAP/AP/DC Teachers | Asst. Sup of C&I<br>AP of C&I<br>AP/DC teachers | August 2009- June 2010 | List of G/T students served in AP/Dual enrollment classes<br>2006 Choice slips |
| 6.  Increase the array of G/T learning opportunities in core academic areas in grades K-12.  Continue training of G/T teachers to reach 30 hours as required and six hours ongoing. | G/T Teachers<br>G/T Budget<br>ESC XX Coop Budgets | Asst. Sup of C&I<br>Principals<br>GT Teachers<br>High School<br>PAP/AP/DC Teachers | August 2009- June 2010 | Teacher lesson plans<br>Course listings<br>Completion of Certification |
| 7.  Provide opportunities for PAP/AP Institute training. | PAP/AP grant | Asst. Sup of C&I<br>PAP/AP teachers | June 2009- August 2010 | Sign in sheets<br>Completion of certification |
| 8.  Provide reading strategy training for K teachers to support WERP Reading Program. | Local funds | Asst. Sup of C&I<br>WERP consultants<br>Grade Level Coordinators | August 2009- June 2010 | Sign in sheets |
| 9.  Investigate implementing PAP classes at MS. | Local funds | Asst. Sup of C&I<br>AP of C&I<br>Principal | August 2009- June 2010 | Choice slips |
| 10. Maintain and evaluate at risk reading intervention strategies K-5. | WERP materials<br>ESC XX consultant<br>ARI funds | Asst. Sup of C&I<br>Principals<br>K-5 Teachers & Interventionist<br>Dir.Spec.Prog/Personnel | August 2009- June 2010 | Pre and Post Tests<br>Lesson Plans<br>TPRI, DRA |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 11. Maintain and evaluate at risk math intervention strategies K-8. | ESC XX consultant ARI/AMI funds | Asst. Sup of C&I Principals K-8 Teachers & Interventionists Dir.Spec.Prog/Personnel | August 2009-June 2010 | Pre & Post Test Lesson Plans |
| 12. Provide supplemental resources with Living Science materials and media services. | ESC XX Local | HS Librarian Science Coordinators | August 2009-June 2010 | ESC Contracts ESC request forms |
| 13. Provide TPRI grade K-3 staff development for test administration. | TPRI instrument Teacher training ESC XX Coop Budget | Principals Grade Level Coordinators Reading Coaches | Fall 2009 Spring 2010 | TPRI Student data |
| 14. Use S.T.A.R. Assessment (1-8) to evaluate student vocabulary levels | S.T.A.R. Program Teacher training | Principals Teachers | August 2009-June 2010 | Summary reports |
| 15. Use TAYSHAS Reading Club 9-12. College Preparation Novels. | Books/Texas Library Assoc. Reading List | HS Librarian | August 2009-June 2010 | Circulation data Librarian Evaluation |
| 16. Monitor implementation of modifications of disabled students (Spec. Ed./504). | Modification pages Staff | Spec. Ed. Director Principals Assistant Principals Special Ed teachers Regular Ed teachers Counselors | August 2009-June 2010 | Regular & Special Education Progress Reports and Report Cards |
| 17. Review ESL Program to insure continuity and clarity in the implementation of the program at each campus. Meetings will assist in identifying program strengths, priorities for improvement, and any needed corrective actions. | State Program Guidelines LPAC Committee (Campus) ESL teachers Parents | Dir.Spec.Prog/Personnel ESL Teachers | August 2009-June 2010 | Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment |
| 18. Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op. | Title III Title IV-A (SDFS) | Dir.Spec.Prog/Personnel | August 2009-June 2010 | Certificates of completion |
| 19. Plan and implement the district literary program (UIL) which features student special interests and skills (Grades 2-12). | UIL guidelines UIL Budget | UIL Coordinators and Coaches | August 2009-June 2010 | Contest results Judges Evaluation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 20. Curriculum for character education and prevention of violence and drug use will be taught. | Capturing Kids' Hearts Keystone Curriculum Second Step Title IV-A (SDFS) | Dir.Spec.Prog/Personnel Counselors | August 2009-June 2010 | Notations in counselors' report, Lesson plans Discipline referrals |
| 21. Utilize benchmark tests K-12 aligned to TEKS and TAKS, ~~SDAA II~~, WEBCAT and TMDS benchmark. | Local funds Testing materials | All Staff | August 2009-June 2010 | Disaggregated data At-risk List |
| 22. Utilize at-risk curriculum using PLATO online software for grades 6-12. | H S Allotment | Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2009-June 2010 | Class Schedule Pre/Post Test |
| 23. Academic Team will be trained in AEIS-IT and INova for benchmark data disaggregation. | AEIS-IT software ESC XX consultants Local Title II-D | Asst. Sup of C&I Academic Team | August 2009-June 2010 | Sign-in sheets |
| 24. Each campus will develop a TAKS plan to target student expectations/objectives for TAKS at-risk students. | Local | Asst. Sup of C&I Academic Team TAKS coordinators | August 2009-June 2010 OFYP | Completed TAKS plan |
| 25. Maintain and reevaluate TAKS remediation at the middle and high school. | Local | Principals APs of C&I | August 2009-June 2010 OFYP | Master schedules |
| 26. Procure released TAKS test for student practice. | Local Title I | Asst. Sup of C&I Principals APs of C&I | August 2009-June 2010 | TAKS test results and comparisons |
| 27. Develop a benchmark calendar prior to the beginning of each school year. | Local | Asst. Sup of C&I Principals APs of C&I | Spring 2010 | Benchmark calendar for planning |
| 28. Create enrichment reward time for students that mastered TAKS objectives | Local | Principals | August 2009-June 2010 OFYP | Schedules CIP initiatives TAKS scores |
| 29. Ensure the district communicates state and federal promotion and graduation requirements. | Local Secondary handbooks | MS and HS Principals | August 2009-June 2010 | Graduation plans and information in handbooks |
| 30. Investigate hosting "Career Day" and increase career awareness on all campuses. | Local Kinder Online | CTE Director Principals Counselors Teachers | Annually | Record of students involved Lesson plans |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 31. Incorporate technology presentation into applicable curricular areas. | Time to investigate Local | CTE Director CTE Teachers Asst. Sup of C&I APs of C&I | August 2009-June 2010 | Lesson plans/record of technology school presentations |
| 32. Require on-going opportunities to review and revise all curriculum maps at campus levels. | Time Local funds | Asst. Sup of C&I Principals APs of C&I | Annually | Publication of maps |
| 35. Integrate elective curriculum by aligning TEKS to core area TAKS objectives. | Time Local funds | Asst. Sup of C&I AP of C&I | August 2009-June 2010 | TAKS Sponge Activities Aligned curriculum Workshop Records |
| 33. Incorporate Technology Application skills into all K-12 classes. | Local Hardware and software | AP of C&I | August 2009-June 2010 | Lesson plans, Technology Apps software, and lab logs |
| 34. Plan crossover activities with core/CTE teachers (lateral/vertical) | Time Local funds | Asst. Sup of C&I AP of C&I CTE Director CTE Teachers | August 2009-June 2010 | Staff development calendar Sign-in sheets CTE Reports |
| 35. Provide expanded course offerings in science at HS level. | Local funds | HS Principal Asst. Sup of C&I AP of C&I | August 2009-June 2010 | Master Schedule |
| 36. Investigate implementing additional courses at MS in order to receive HS credit. | Local funds | MS & HS Principals Asst. Sup of C&I MS & HS Counselors AP of C&I | August 2009-June 2010 | Master Schedule Choice slips |
| 37. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech) | Local funds Carl Perkins funds | HS Principal HS Counselor CTE Director Asst. Sup. of C&I | August 2009-June 2010 | Choice Slips CTE Report |
| 38. Maintain double-block mathematics sections for grades 6-8. | Time for scheduling Local funds | MS Principal Counselor AP of C&I | Annually | Master Schedule |
| 39. Continue double-block mathematics course for freshman meeting at risk criteria. | Time for scheduling Local funds | HS Principal Counselor AP of C&I | Annually | Master Schedule |
| 40. Implement CScope curriculum management system in math and science to impact instructional practices and improve student performance. | Title XIV SFSF | Principal AP of C&I, Curriculum Coord. Asst. Sup. of C&I | August 2009-June 2010 | Instructional Focud Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) ITBS, TAKS |
| 41. Meet federal standards for curriculum alignment and assessment through TEKS and ELPS alignment of campus curriculum. | Title XIV SFSF | Principal AP of C&I, Curriculum Coord. Asst. Sup. of C&I | August 2009-June 2010 | CScope Instructional Focud Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) ITBS, TAKS |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 42. Provide coordinated health program that includes health services, health and safe school environment, counseling, staff wellness, parent and community involvement, physical ed., health ed., and nutrition services. | Local | Principal, AP of C&I, Health/PE Teachers, SHAC | August 2009-June 2010 | Lesson plans, SHAC agenda and minutes Fitnessgram reports |
| 43. Elementary, Intermediate, and MS campuses will develop goals and objectives for the coordinated health program based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any  method to ensure that students are teaching required moderate or vigorous physical activity (MVPA), and any other indicator recommended in the minutes of the fall SHAC meeting. | MVPA requirements SHAC recommendations | SHAC PE/Health Teachers Asst. Sup. of C&I | Fall 2009 | Fitnessgram results |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2009-2010

**Goal 5:**          **PERSONNEL: Highly qualified effective personnel will be recruited, developed, and retained.  Personnel will receive training necessary to assist students who require related services from special education.**

**District Objective:**   The district will recruit highly qualified and effective teachers to fill any vacancies that occur in the campuses.
*Measurement:*        The number of district-wide teacher vacancies at the beginning of the academic year will be reduced from year to year.

**District Objective:**   The district will provide staff development to professional and auxiliary personnel in the following areas of need and interest.

| **Professional Personnel** | **Auxiliary Personnel** |
|---|---|
| Sexual Harassment Prevention | Sexual Harassment Prevention |
| Professional Development and Appraisal System | Progressive Discipline Issues |
| New Teacher Orientation - Personnel Information | Handbook Orientation |

*Measurement:*        The reduced number of documented cases involving sexual harassment will reflect an increase in the understanding and acceptance of the information presented.  Continued compliance with the District Employee policies and procedures will reflect an increase in the understanding and acceptance of the information presented.

**NB:**          Staff Development is further addressed in Goal 8.

**Objective:**      Related services are generally provided as specified in the IEP's through collaborative team approach.  The LEA uses staff effectively, employs a variety of related services delivery options, and provides opportunities for appropriate professional development.

| **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|
| The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under NCLB using the following strategies/activities (#1-16): | | | | |
| 1. Identify and recruit qualified teachers from the surrounding universities and other states. | Colleges and Universities Job fairs/web sites | Dir.Spec.Prog/Personnel | July 2009-June 20010 | Recruiting schedules Teacher contracts |
| 2. Identify and employ certified teachers for special need population as necessary. | Colleges and Universities Job fairs/web sites | Dir.Spec.Prog/Personnel | July 2009-June 2010 | Recruiting schedules |
| 3. Maintain employment for ASHA certified Texas licensed speech therapists. | Colleges and Universities Job fairs/web sites | Spec. Ed. Director | July 2009-June 2010 | Teacher Contracts Recruiting schedules |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 4. Provide high quality staff development to ensure that all core teachers are highly qualified. | Title II, Part A<br>Title I | Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Campus principals | August 2009-June 2010 | Staff development survey, annual review of teacher certification |
| 5. The district will provide reimbursement for the ExCET/TExES test in high needs areas to assist teachers in becoming highly qualified. | Title II, Part A<br>Title I | Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Campus principals | August 2009-June 2010 | H/Q teacher certificate |
| 6. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language. | Colleges and universities | Dir.Spec.Prog/Personnel<br>Principals | June 2009-June 2010 | Recruiting schedules<br>Teacher contracts |
| 7. Use stipends in areas of critical need such as ESL and Gifted/Talented. | Identification Procedures/Process | Superintendent | August 2009-June 2010 | Implementation of stipends<br>Salary Schedule |
| 8. Promote student teaching participation in the schools. | Texas area colleges and universities | Superintendent | August 2009-June 2010 | Increased number of student teachers |
| 9. Utilize recruitment and retention plan to assist administrators in hiring highly qualified teachers that meet the districts core values. | Recruitment and retention plan<br>Core values interview questions | Principals<br>Dir.Spec.Prog/Personnel | July 2009-June 2010 | Increase number of HQ teachers |
| 10. Collect and edit available statistical reports to meet local needs. | TASB Salary Survey<br>Salary comparison of surrounding districts | Dir.Spec.Prog/Personnel | July 2009-June 2010 | Reports |
| 11. District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience. | Local funds | Superintendent | July 2009-June 2010 | Teacher Salary Schedule |
| 12. Provide first and second year teachers with local and contracted mentoring support. | Title II-A<br>Contracted Services | Dir.Spec.Prog/Personnel | August 2009-May 2010 | List of mentors<br>Documented observations<br>Sign-in sheets |
| 13. Recognize teachers for outstanding students' performance and growth. | Local | Principals | June 2010 | Awards |
| 14. Investigate incentives for teachers with perfect attendance. | Local | Recruitment/retention committee | August 2009- June 2010 | Budget Process |
| 15. Provide staff development (TOP) for paraprofessionals that would increase their ability to assist in instructing reading, writing and math for meeting HQ requirements. | Title I<br>Title II - Part A<br>ESC XX | Principals<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I | August 2009-June 2010 | Sign in sheets<br>Certificate |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 16. Review and maintain HQ status of teachers on an annual basis. | NCLB HQ guidelines HQ compliance reports | Dir.Spec.Prog/Personnel | June 2010 | HQ compliance reports |
| 17. Require G/T teachers to seek endorsement (30 hrs) and (6 hrs) yearly. | ESC XX | Asst. Sup of C&I | July 2009-June 2010 | Memorandums Staff development information on file in G/T office |
| 18. Provide staff development for school administrators on PDAS (Professional Development and Appraisal System). | ESC XX State Board Rules | Asst. Sup of C&I | August 2009-June 2010 | Handouts, meeting documentation forms |
| 19. Provide employee orientation for new staff. | Administrative Staff Board Policy District employee handbook | Administrative Staff Dir.Spec.Prog/Personnel | August 2009 | Handouts, agendas, and meeting documentation forms |
| 20. Provide staff development for professional and support staff regarding prevention of sexual harassment. | District Employee Handbook | Asst. Sup of C&I Superintendent Principals | August 2009-June 2010 | Handouts Reports on Sexual Harassment Agenda |
| 21. Conduct staff development for support personnel regarding progressive discipline issues. | Board policy manual District Employee Handbook | Superintendent | August 2009-June 2010 | Agendas Signature Acknowledgment |
| 22. Provide orientations and presentations to campus leadership concerning special populations. | Presentation | Spec. Ed. Director | August 2009-June 2010 | Campus announcements |
| 23. Provide orientation for substitutes each semester. | Principals Central Office Personnel | Asst. Sup of C&I Dir.Spec.Prog/Personnel | September 2009 January 2010 | Applications Handouts |
| 24. Newspaper ads/ job openings releases of actual positions open in the Special Education Dept. | Newspaper Ads | Spec. Ed. Director | August 2009-June 2010 | Number of available positions |
| 25. Newspaper ads/child find - Public notices that Devine ISD is here to provide help for children with special needs. | Newspaper Ads | Spec. Ed. Director | August 2009-June 2010 | Gaps/no gaps In-services provided |
| 26. Provide information sessions on three-year evaluations, why they take place. | PPOG & regulations Federal rules | Spec. Ed. Director | August 2009-June 2010 | Gaps / Individualized need driven rather than tradition driven. Time lines met |
| 27. Provide campus curriculum coordinator stipends for oversight of curriculum alignment, TAKS remediation, and RtI to increase student performance. | Title XIV SFSF | Asst. Sup. of C&I Principals APs of C&I Curriculum Coordinators | August 2009-June 2010 | CScope Benchmarks TAKS ITBS |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
**2009-2010**

**Goal 6:**          **STUDENT PERFORMANCE: The district's students will meet state standards.**
Students who require related services receive the kind and amount necessary to assist the child to benefit from special educations services. Special Education re-evaluations must occur every three years or more frequently if conditions warrant or if requested by parent or teacher.

**District Objective:**          The district will strive to increase the percentage of graduating students who attain scores on the TAKS that are equivalent to a passing score on the THEA.
*Measurement:*          The percent of all graduating students in the district who meet or exceed the THEA equivalency standard will increase.

**District Objective:**          The district will strive to increase the percentage of students taking the SAT/ACT tests from year to year.
*Measurement:*          The percentage of students taking the SAT/ACT tests will increase.

**District Objective:**          The district will strive to increase the percentage of students K-2 who attain scores on the ITBS at or near grade level.
*Measurement:*          The percent of all students K-2 who meet or exceed their appropriate grade-level will increase.

**District Objective:**          The district will strive to increase the percentage of students 3-8 who attain scores on the TAKS and TAKS A, TAKS ALT, TAKS M tests that are equivalent to or exceed the state standard.
*Measurement*:          The percent of all students 3-8 who meet or exceed the state standard for their appropriate grade-level on the TAKS and TAKS A, TAKS ALT, TAKS M tests will be maintained.

**District Objective:**          The district will strive to increase the percentage of students who score at or above criteria on the SAT (1000)/ACT (24) tests.
*Measurement:*          The percentage of students who score above the criterion will increase.

**Objective:**          The ARD committee assures that the need for related services is considered for students with disabilities. There is evidence of the link between the need for related service and educational benefit to the student. Services will be provided in a variety of delivery options as determined by a multi disciplinary team.
Operating guidelines clearly define the re-evaluation process. An accurate tracking system is in place and staff receives training on the process at least annually.
A team of qualified personnel and the parent(s) appropriately use the re-evaluation process and focus assessment on instructional implications, which are implemented and monitored in the classroom.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Provide TAKS/ TAKS A, TAKS ALT, TAKS M results to appropriate special population departments:<br>• Career & Technology<br>• Special Education<br>• ESL<br>• At - Risk<br>• G/T<br>• Dyslexia<br>• Federal Programs | Special population reports | Counselor<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Spec. Ed. Director<br>APs of C&I | August 2009-June 2010 | Summary reports |
| **2.** Distribute TAKS specifications, ITBS, WERP Reading pretest, released TAKS/ TAKS I, TAKS ALT, TAKS M tests, DRA, and TPRI, to provide in-service training as requested. | TAKS specifications<br>Released TAKS/SDAA tests<br>WERP materials<br>Pre/Post Tests<br>Benchmark tests<br>Local | Principals<br>Counselors<br>Reading Coaches<br>APs of C&I | August 2009-June 2010 | Evaluation of TAAS/TAKS, ITBS, WERP, Pre/Post Tests<br>Benchmark tests, TPRI |
| 3. Provide remediation lists generated from TAKS A, TAKS ALT, TAKS, WERP, ITBS, and DRA, TAKS, TPRI results to appropriate teachers for tutorial purposes. | Remediation lists<br>Local | Staff<br>Principals<br>Counselors<br>Teachers<br>APs of C&I | August 2009-June 2010<br>Summer school | Remediation lists<br>Tutorial lists<br>Teacher time cards on file<br>Report card |
| 4. Revise and monitor teacher developed tests that include open ended questions, higher order thinking skills designed to be used with the K-12 grade alignments and use TAKS test format. | Local | Principals<br>Staff | August 2009-June 2010 | Teacher developed tests<br>Lesson plans |
| 5. Monitor TAKS exemption processes for special education. | Exemption Criteria<br>Special Ed. Strategic Plan | Principals<br>Spec. Ed. Director<br>Counselors<br>APs of C&I | August 2009-June 2010 | Exemption lists<br>ARD documentations |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 6. Utilize TAKS resources materials. | Plato Lab Compass, Computer Lab, State Release Tests, Practice Tests, Skills Bank, Basics Computer Lab, TAKS period SCE Frameworks | Staff Computer facilitators | August 2009-June 2010 | Test results by campus & by teacher Computer facilitator results |
| 7. Enable disabled students to achieve measurable gains in IEP goals as demonstrated by progress measured by the CLASS. | Materials test | Staff Spec. Ed. Director | End of year, following annual reviews | Documented goals and gains in IEP as measured by the CLASS. |
| 8. Provide information on financial assistance for eligible students to take SAT/ACT tests, AP exams, and dual credit. | List of eligible students Local & state funds For dual Credit texts | Principal Counselor AP for C&I | August 2009-June 2010 | Students must have completed Alg. II and English II. Published criteria, applications, and test results. |
| 9. Coordinate the administration of the TAKS and TELPAS for ESL students and state assessment tests for Special Education Students. | Local funds End-of-Course tests Eligible students ITBS Test TAKS Test | Asst. Sup of C&I Counselors APs for C&I | October & February April - May 2009-2010 | TAKS, TELPAS, Special Ed. state assessments, and ITBS results by district, campus and teacher |
| 10. Provide for TAKS review. | Local funds Time Varied Resources | Principals Teachers APs for C&I | August 2009-June 2010 | TAKS results Benchmark results |
| 11. Distribute and insure the use of state generated test data relating to TAKS, ITBS, and other norm/criterion reference tests, WERP, STAR, and TPRI tests. | Test data Reading Programs Summaries | Counselors APs for C&I Asst. Sup of C&I | August 2009-June 2010 | Test data and reports Distribution schedule AEIS |
| 12. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4th, 5th, 7th & 8th grade students who will take the ACT or SAT tests. | ACT & SAT forms; TIP materials | Principals Counselors | December 2009– May 2010 | Test results |
| 13. Review and revise district technology plan. | District Technology plan | Asst. Sup of C&I Dir.Spec.Prog/Personnel DEIC District Technology Committee | August 2009-June 2010 | Evaluation forms Schedule on file Technology Plan |

| **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|
| 14. Enhance student performance through counseling for prevention and intervention in drug abuse and violence. | Staff | Staff Counselors Principals, APs, SRO, South Texas Rural Health | August 2009-June 2010 | Staff records / Counselor records Student performance in grades/on TAKS |
| 15. Provide TAKS collaborative staff development for high school teachers in the areas of math, social studies, science, reading, writing, for teaching TAKS objectives and strategies. | Vertical Teams ESC XX | Asst. Sup of C&I | August 2009-June 2010 | Agenda Sign-in sheets Evaluation forms |
| 16. Involve K - 12th grade teachers in all core subjects in creating time-lines for teaching the TEKS/TAKS Objectives, using WERP, STAR, and AR Reports. | Local funds ~~Reading First Consultants~~ | Staff Asst. Sup of C&I APs for C&I | August 2009-June 2010 | TAKS results and ITBS and TPRI Reading Tests Results |
| 17. Build in campus incentives for doing well on TAKS/benchmarks. | Local funds | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| 18. Develop a student recognition program for commended or improved TAKS performance. | Local funds | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| 19. Recognize teachers for exemplary performance. | Local funds | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| 20. Reduce number of identified special ed. students, and number of special ed. students assigned to ISS. | PEIMS data DTAT documentation Progress monitoring form IEP and BIP documentation Special Ed. Strategic Plan | Special ed. and regular ed teachers Pre-referral committee Diagnosticians Counselor Principals, APs Special Ed. Aides | August 2009-June 2010 | PBMAS indicator will decrease. |
| 21. Decrease over identification of special ed. students through training (i.e. limited English proficiency needs, etc…) and use of response-to-intervention (RTI) as mandated in Standard State regulations. | PEIMS data ARD documentation IEP documentation | Special ed. and regular ed teachers Pre-referral committee Diagnosticians Counselor Principals Case Manager | August 2009-June 2010 | Reduction of PBMAS indicator Meeting AYP in areas of special ed. assessment PEIMS data |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 22. | Reduce the achievement gap between low performing students (and/or students with modified instruction) and all students by providing instruction and remediation in small group settings with the use of instructional aides. | Title I ARRA funds-(Elem/Interm.)<br><br>IDEA ARRA funds<br>Title I<br>SCE | Principal<br>Classroom teachers | August 2009-June 2010 | TPRI scores<br>ITBS scores<br>TAKS results<br>TAKS A, TAKS M, TAKS Alt scores |
| 23. | Provide funding for supplemental testing materials to increase student achievement for state and federal accountability. | Title XIV SFSF | Counselors<br>APs of C&I<br>Teachers<br>Asst. Sup of C&I | August 2009-June 2010 | TPRI scores<br>ITBS scores<br>TAKS results |
| 24. | Provide life skills classroom with materials/touch screens to enhance success through assistive technology needs. | IDEA ARRA funds | Special Ed. director<br>Diagnostician<br>Campus Administrators | August 2009-June 2010 | TAKS A, TAKS M, TAKS Alt scores<br>IEPs/ARD records |

*See Goal 2 for additional information

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 7:**          **CLIMATE: The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.**

**District Objective:**     Establish positive rapport among staff, parents, and community.
*Measurement:*          An annual community school climate survey that yields a 70% satisfaction rate.
*Measurement:*          Maintain a safe environment with reduced reports of accidents and violation of the Student Code of Conduct.

**District Objective:**     Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.
*Measurement:*          Improve student performance on state tests and local benchmarks, meet local, state, and federal safety standards, and improve district facilities to accommodate district growth.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Distribute the Student Code of Conduct to all staff for implementation as the Campus Behavior Management program in order to comply with the requirements of TX Education Code. Update as necessary. | Student Code of Conduct TASB Services | Principals Superintendent Dir.Spec.Prog/Personnel | August 2009-June 2010 | District plans and discipline referrals Parent Acknowledgement |
| 2. Update and distribute to secondary assistant principals "Procedures for Disciplining Disabled Students" to incorporate the changes in the 1997 Reauthorization of I.D.E.A. | I.D.E.A. | Spec. Ed. Director | Fall 2009 | Completed document |
| 3. Update Multi-hazard Emergency Operation Plan to included mitigation, preparedness, response, and recovery as defined by TEC Section 37.108 | Emergency Operation Plan Templates Title IV-A ESC XX | Principals Dir.Spec.Prog/Personnel Asst. Principals | August 2009-June 2010 | Completed EOP |
| 4. Implement safety measures as provided by Spring 2008 Safety Audit. | Local ESC XX | Dir.Spec.Prog/Personnel Emergency Operations Planning Team | August 2009-June 2010 | Annual review of EOP and safety audit |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 5. Incorporate "Words of Wisdom" into daily announcements for character building (PreK-8). | Local | Counselors | August 2009-June 2010 | Discipline referrals |
| 6. Send personnel to Capturing Kids' Hearts training/retreat . | Title IV-A (SDFS) | Principals Dir.Spec.Prog/Personnel | August 2009-June 2010 | Certificates of completion |
| 7. Implement a teen dating violence policy for awareness and prevention of the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by section 71.0021, Texas Family Code | Title IV-A (SDFS) Local Teen Dating Violence Toolkit | Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors | February 2010-June 2010 | Documentation of communication and policy/ programs implemented |
| 8. Provide teen dating violence training to teachers, administrators, and support staff. | Title IV-A (SDFS) Local Teen Dating Violence Toolkit | DHS and DMS Principals, Assistant Principals, and Counselors | February 2010-June 2010 | Documentation of training Sign-in sheets |
| 9. Provide awareness of teen dating violence to students and parents through health classes, presentation, related videos, posters, hotlines, parent listserv, district website, and written communication. | Title IV-A (SDFS) Local Teen Dating Violence Toolkit Listserv Devine News FCCLA | DHS and DMS Principals, Assistant Principals, and Counselors, FCCLA Teacher | February 2010-June 2010 | Documentation of communication and programs implemented |
| 10. Address safety planning that includes counseling for affected students, enforcement of protective orders, and school-based alternatives to protective orders. | Forms and procedures from Teen Dating Violence Toolkit | Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors | February 2010-June 2010 | Documentation of students counseled, and appropriate forms. Teen Dating Violence Notebook |
| 11. Maintain parent and community in-service on parenting skills through PLN (Parent Learning Network). | Title I PLN, Headstart | Dir.Spec.Prog/Personnel PLN Team | August 2009-June 2010 | Calendar of workshops Sign-in sheets |
| 12. Implement Second Step Violence curriculum at the middle school for prevention of violence and drug abuse. | Title IV-A (SDFS) | Dir.Spec.Prog/Personnel Counselor | August 2009-June 2010 | Lesson plans |
| 13. Participation in Bigfoot Alternative School Co-op as an alternative to expulsion. | SCE Budget Transportation Meals | Superintendent MS and HS Principals Food Service Director | August 2009-June 2010 | Records on file at schools |
| 14. Utilize the SRO for campus security and assistance with truancy, | Local Budget | Superintendent Principals Dir.Spec.Prog/Personnel | August 2009-June 2010 | SRO reports |
| 15. Distribute information about district's academic programs and other school related news for publication in The Devine News and on district website. | Film for pictures Digital camera | Principals | August 2009-June 2010 | Printed materials |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 16. | Provide link for board agenda and minutes for regular called board meetings. | Local budget | Dir.Spec.Prog/Personnel Sup. Secretary | August 2009-June 2010 | Copies on file |
| 17. | Use drug dogs at middle and high school for weapons, drug and alcohol detection. | Local budget | Superintendent Principals | August 2009-June 2010 | Reports on file |
| 18. | Provide random student drug testing for students in grades 9-12 that participate in extracurricular activities and/or parking permit privileges. | Local budget Pinnacle Medical Management Corp. | Principal Asst. Principal Counselor Nurse Dir.Spec.Prog/Personnel | August 2009-June 2010 | Reports from Pinnacle |
| 19. | Educate students and parents on random student drug testing. | Policy FNF (Local) Q&A online | Principal Dir.Spec.Prog/Personnel | August 2009-June 2010 | Parent Survey |
| 20. | Educate elementary, middle, and high school students in drug prevention and awareness programs. (Red Ribbon Week) | Title IV-A (SDFS) Local ESC XX | Dir.Spec.Prog/Personnel Principals Counselors | October 2009 | Presentations documented |
| 21. | Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs. | Local funds | Transportation Dir. Superintendent | August 2009-June 2010 | Purchases/Orders Work Orders |
| 22. | Use In-school suspension (ISS) at secondary level as alternative to suspension. | Local Funds | Principals Asst. Principals | August 2009-June 2010 | ISS Student List Referral Forms |
| 23. | Provide and maintain cell phones and/or two way radios for transportation use and crowd control at ball games. | Local budget | Superintendent | August 2009-June 2010 | Systems on campuses and in use |
| 24. | Provide 1-800 Crime stoppers number for students to report possible violations. | Title IV-A (SDFS) Local funds | Dir.Spec.Prog/Personnel Principals & Asst. Principals SRO | August 2009-June 2010 | Reports on file |
| 25. | Increase number of surveillance cameras on all campuses to help deter and determine student violations and vandalism. | SDFS funds Local funds Title XIV SFSF | Dir.Spec.Prog/Personnel Principals and Asst. Principals | August 2009-June 2010 | Surveillance CD and Discipline reports |
| 26. | Provide safety awards for maintenance, transportation, and cafeteria. | Local budget | Transportation Dir. Dir. Cont. Services Food Service Director | May 2010 | Payroll records |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 27. | Review the needs for new equipment for all school cafeterias to establish priorities and to create a phase-in plan for needed purchases. | Individual school lists | Food Service Director | August 2009 – July 2010 | Equipment Master list |
| 28. | Improve the cafeteria environments aesthetically at all schools | Decorations Signs | Food Service Director | August 2009-June 2010 | Purchase orders |
| 29. | Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes. | Inspection forms | Food Service Director | August 2009-June 2010 | Inspection reports |
| 30. | Continue nutritional analysis and menu review for all schools. | Nutritional analysis program manager | Food Service Director | August 2009-June 2010 | Menus |
| 31. | Conduct annual in-service training for correct use and mixture of hazardous chemicals for maintenance and cafeteria. | TASB in-service | Dir. Cont. Services Food Service Director | Spring 2010 | Agenda Sign-in sheets |
| 32. | Annually review wellness policy which incorporates an employee and parent component to help emphasize proper nutrition and physical activity. | Policy FFA (Local) | Dir.Spec.Prog/Personnel Lead Nurse Food Service Director PE Teachers School Health Advisory Committee (SHAC) | August 2009-June 2010 | Wellness Brochures Website Documented activities for all stakeholders |
| 33. | Maintain Material Safety Data Sheets. | MS Data Sheets | Dir. Cont. Services | August 2009-June 2010 | Completed material safety data sheets |
| 34. | Conduct a community-school climate survey with 70% initial satisfaction. | Survey instrument ESC XX | Superintendent Administrative staff | Spring 2010 | Survey results |
| 35. | Conduct annual faculty survey using Strategic Plan objectives to measure campus climate. | Local | Dir.Spec.Prog/Personnel Sup. Secretary Principals Superintendent Faculty Council | Annually-Spring 2010 | Survey results with increased satisfaction |
| 36. | Maintain and evaluate recognition and incentive program. | Local | Superintendent Administrative staff | Annually | Areas of recognition |
| 37. | Maintain and evaluate positive rapport among staff and parents/community by various means of communication and opportunities for interaction. | Website, parent email, Devine News, The Stampede, flyers, monthly activity calendars, parent meetings | Administrative staff | August 2009-June 2010 | Medias utilized Parent/Climate Survey results Faculty |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 38. | Establish consistent professional policies across all campuses including core values and ethics. | Time to organize committee and training and budget for subs. Strategic Plan | Superintendent Asst. Sup of C&I | August 2009 | Agendas, committee notes, sign-in sheets, development of policies |
| 39. | Use facility's survey results for current and projected needs and growth. | Time to present and organize survey results and facilities master plan Strategic Plan | Superintendent Facilities committee | August 2009-June 2010 | Survey report and facilities master plan |
| 40. | Investigate additional local, state and federal funding to implement facilities and resources' master plan. | Time to loCTE additional funding Strategic Plan | Superintendent Facilities committee | August 2009-July 2010 | Report to school board and public |
| 41. | Prioritize safety needs in order to meet all safety standards as determined by the facilities' committee. | Safety survey District Safety Master Plan Strategic Plan | Superintendent Facilities committee | August 2009-June 2010 | Survey results reported in Master Plan |
| 42. | Utilize communication plan that reinforces multiple means of effective communication practices between the school, parents, and community. (i.e., Counselor and Principal Newsletters) | Local and campus media and website Strategic Plan Communication Plan | Administrative staff | August 2009-June 2010 | Parent involvement activities on campus calendars, SBDM sign-in sheets, publications Parent/Climate Survey results Faculty Survey Results |
| 43. | Establish business/community partnerships and mentorship programs on each campus | Coordination time and budget for projects Strategic Plan | Administrative staff Principal | August 2009-June 2010 | Implementation of programs |
| 44. | Utilize TBSI Core Teams at each campus to train staff and assist in campus behavior management. | TEA guidelines | Principals Counselors Teachers | August 2009-June 2010 | Discipline Referrals |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 45. | Discipline data integrity will be maintained for all Data Integrity Monitoring (DIM) indicators, | DDIM Manual SCC Action Code and Reason Tables Chapter 37 | Principals and Asst. Principals District PEIMS Coordinator Dir.Spec.Prog/Personnel | August 2009-June 2010 | Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM) |
| 46. | Conduct school bus emergency evacuation training as needed for teachers and students. | National School Transportation Specifications and Procedures, Videos and script Buses for evacuation drill | Transportation Dir. Dir.Spec.Prog/Personnel Principals Certified bus drivers | Fall 2009 Spring 2010 | Sign-in sheets/teachers, Required *School Bus Emergency Evacuation Training School District Report* to DPS |
| 47. | Utilize services from South Texas Rural Health Clinic for substance abuse prevention and mental health services. | Time Facilities | Principals School Nurse Dir.Spec.Prog/Personnel | August 2009-June 2010 | Master Schedule Parent Survey Sign-in sheets |
| 48. | Participate in Atascosa JJAEP as an alternative to expulsion. | SCE | Superintendent MS/HS Principals & Asst. Principals | Sept. 2009-June 2010 | Records on file at schools |
| 49. | Develop a child sexual abuse plan that includes an annual review for teachers/staff regarding the reporting, warning signs, counseling, and available services for assistance and intervention on child sexual abuse. (HB 1041) | Student/Parent Handbook | SHAC Counselors | Fall 2010 | Developed plan |
| 50. | Implement process for reducing the number or special ed. student referrals to ISS and/or DAEP by providing classroom management and behavior support training. | Training Local Special Ed. | Special Ed. Director | Sept. 2009-June 2010 | Reduced number of special ed. ISS/DAEP referrals in Special ed.- Performance Based Monitoring Analysis System (PBMAS). |
| 51. | Implement parent alert system for better communication when informing parents of emergency and/or weekly events and absenteeism. | Title XIV SFSF ESC XX commitment form | Dir. Spec. Prog/Personnel Principals | November 2009-June 2010 | School Messenger generated reports Parent Survey |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 8:**    **STAFF DEVELOPMENT, RESEARCH, AND EVALUATION: The district's educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**

**District Objective:**    The district will provide assistance to the campuses in formulating, implementing, and following through on their staff development plans.
*Measurement:*    The district's assistance will be documented through the use of the campus allocation for staff development purposes, the master calendar and the activity of central resource staff.

**District Objective:**    The district will ensure that staff development opportunities are addressed in the campus improvement plans.
*Measurement:*    Documentation will aggressively improve opportunities for staff development within the district.

**District Objective:**    The district will aggressively improve opportunities for staff development within the district.
*Measurement:*    The district will continue to utilize a trainer-of- trainers model in staff development: teachers, counselors, administrators, as well as central office staff, will be trained in areas of instructional need and will be available as a resource for the entire district.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Provide opportunities for teachers to participate in staff development during the school day or on Saturdays. The staff development will support the Campus and District Improvement Plans and the Special Ed. Strategic Plan. | Campus/District funds | Spec. Ed. Director Asst. Sup of C&I Dir.Spec.Prog/Personnel Principals | As opportunities rise | Sign-in sheets Purchase orders School business approval forms District Master Staff Development Calendar |
| 2. Provide campus/district support for mentor training for new teachers. | District funds and Local Funding Educating Diverse Learners ESC XX Consultants Title II-Part A | Principals Dir.Spec.Prog/Personnel | August 2009-July 2010 | Sign-in sheets Staff development agenda |
| 3. Keep abreast of innovative techniques in the instruction of gifted students including affective needs of the gifted. | G/T budget Campus budgets | G/T teachers Principals Asst. Sup of C&I | August 2009-July 2010 | Documentation of teachers that participated |
| 4. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques. | G/T budget Campus budgets State Funds | AP teachers Principals Asst. Sup of C&I | August 2009-July 2010 | Purchase orders for AP sessions |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 5. Improve communication between the G/T program and the district and campus committees. | Staff | G/T teachers<br>Principal<br>Asst. Sup of C&I | August 2009-June 2010 | Minutes of meetings<br>Agendas |
| 6. Provide modified instructional approaches for students with disabilities and/or reading difficulties. | ARD Team<br>Dyslexia Coordinators | Spec. Ed. Director<br>Counselors<br>Dyslexia Coordinators<br>Principals | August 2009-June 2010 | Sign-in sheets |
| 7. Provide staff development to new paraprofessional staff regarding confidentiality. | Contract attorneys<br>Employee handbook | Principals | August 2009 | Sign-in sheets |
| 8. Workshops on Follett catalog circulation and Texas Library Connection systems for library staff. | Local staff<br>ESC XX staff | Librarians<br>Technology Staff | September 2009-June 2010 | Sign-in sheets<br>Training Sessions |
| 9. Provide technology workshops at selected campuses. | Computer upgrades<br>ESC XX staff | Asst. Sup of C&I | August 2009-June 2010 | Sign-in sheets |
| 10. Provide in-service for staff and training students on the use of electronic media for bibliographies, research and accelerated reader. | ESC XX<br>Local staff<br>Training from vendors | Asst. Sup of C&I | August 2009-June 2010 | Sign-in sheets |
| 11. Assist in coordinating staff development identified in Campus Improvement Plans to include active, participatory, and cooperative learning, modifications for students with IEP's, monitoring progress of students with IEP's, and portfolio assessment upon request. | Diagnosticians | Spec. Ed. Director | August 2009-June 2010 | Workshops<br>Agendas<br>Campus documentation |
| 12. Assist in coordinating staff development identified in Campus Improvement Plans to include TPRI, PDAS, TAKS Collaborative, Envision Math, Technology and SBDM training, and particular programs, such as K-WERP Reading Program and Phonographix. | Materials<br>Presenters<br>Local | Asst. Sup of C&I<br>Principals<br>Teachers K-3<br>Interventionist K-3 | August 2009-June 2010 | Workshop schedules<br>Agendas<br>Campus documentation to include sign-in sheets<br>Evaluation Summaries |
| 13. Present Texas Reading Initiative workshops to new K-3 grade teachers.  Provide training in the TPRI administration. | ESC XX | Asst. Sup of C&I<br>Elementary / Intermediate Principals | August 2009-June 2010 | Schedules<br>Agendas<br>Sign-in forms<br>Evaluation forms |
| 14. Provide opportunities for staff development on topics related to both the cognitive and affective needs of gifted students. | ESC XX Coop<br>G/T budget | Principals<br>Asst. Sup of C&I | August 2009-June 2010 | Documentation of sessions offered |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 15. Meet the needs of the Sp. Ed. students by monitoring implementation of modifications and Behavior Management Plans, and encourage parent involvement in decision-making. | Staff Case Managers | Principals Spec. Ed. Director | Regular six week intervals | Monitoring sheet from Resource teachers Academic team minutes |
| 16. New staff will receive information on district policies and procedures in new employee orientation. | Part of new employee packet Employee Handbook Special Ed. Strategic Plan | Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director | August 2009 As individuals are employed | Signed Statements of Understanding |
| 17. Review staff responsibilities in the Safe and Drug Free Schools and Communities program. | Program information | Dir.Spec.Prog/Personnel Principals | August 2009-June 2010 | Memos |
| 18. Continue to implement a needs assessment for professional development activities. | Staff SBDM DEIC | Principals Asst. Sup of C&I | Spring 2010 | Assessment instrument District professional development calendar Staff development activities |
| 19. Provide staff development that is sustained, intensive, high quality, and of sufficient duration to have a positive and lasting impact on the teachers' performance in the classroom in math and science. | Title II – Part A ESC XX Coop Title I-Part A Title III | Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2009-June 2010 | Professional development calendar Sign-in and evaluation forms |
| 20. Require G/T teachers to have a minimum of 30 hours of G/T staff development that include G/T nature and needs, assessment of student needs, and curriculum and instruction for the gifted. | G/T budget TAGT and other G/T workshops ESC XX | Asst. Sup of C&I Principals | August 2009-June 2010 | Memoranda Lists of workshops offered G/T teacher files |
| 21. Require current G/T teachers to receive a minimum of six (6) hours annually of G/T professional development. | G/T teachers G/T budget | Principals Asst. Sup of C&I | August 2009-June 2010 | Memoranda on workshops offered G/T teacher files |
| 22. Provide 6 hours of professional development in nature and needs of the gifted for all administrators and counselors not previously trained. | G/T workshops G/T Coop | Asst. Sup of C&I Principals | August 2009-June 2010 | Personnel files |
| 23. Evaluate G/T and Reading First model professional development activities in order to plan future staff development on gifted education and on Early Reading Intervention Strategies. | G/T budget Local Title I | Asst. Sup of C&I Reading Coaches ESC XX Consultants | May 2010 | Evaluation forms |
| 24. Encourage staff development specifically for health professionals. | ESC XX workshop | Asst. Sup of C&I Nurse | August 2009-June 2010 | Attendance in workshop |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 25. | Provide safety instruction for transportation, maintenance, and cafeteria employees. | Local Funds | Food Service Director Dir. Cont. Services Transportation Dir. | August 2009-June 2010 | Sign-in Sheets |
| 26. | Provide discipline management instruction for bus drivers. | ESC XX | Transportation Dir. | August 2009-June 2010 | Sign-in Sheets |
| 27. | Provide paraprofessional training for Special Education. | Special Education ESC XX Special Ed. Strategic Plan | Spec. Ed. Director | August 2009-June 2010 | Purchase Orders Sign-in Sheets |
| 28. | Provide cross grade level communication meetings. | Local funds | Principals Asst. Sup of C&I APs of C&I | August 2009-June 2010 | Meetings |
| 29. | Provide staff development for all personnel in technology, conflict resolution and discipline management. | Local funds | Principal Asst. Sup of C&I | August 2009-June 2010 | Sign-in sheets |
| 30. | Provide opportunities for middle school and high school content teachers to attend ESL strategy workshops. | Title III ESC XX Bi/ESL coop | Dir.Spec.Prog/Personnel | August 2009-June 2010 | Attendance in workshop |
| 31. | Provide staff development for paraprofessionals that would increase their ability to assist in instructing readings, writing and math. | Title I Title II – A | Principal Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2009-June 2010 | Sign in sheets Certificates |
| 32. | Provide staff development on PLATO Learning curriculum for grades 6-12. | Grant funds Title II-Part D | Asst. Sup of C&I Dir.Spec.Prog/Personnel | August 2009-June 2010 | Sign in sheets Evaluation form |
| 33. | Provide staff development on reading intervention for Special Ed. teachers K-12 as suggested in Reading First model. | Local | Asst. Sup of C&I Spec. Ed. Director | August 2009-June 2010 | Sign in sheets Evaluation forms Certificates |
| 34. | Provide incentives to encourage attending higher education courses, book studies, and education-related presentations. | Budget | Superintendent Dir.Spec.Prog/Personnel Business Manager | August 2009-June 2010 | Record of attendance and college transcripts |
| 35. | Provide opportunities for teachers to demonstrate educational strengths. | Time and budget | Asst. Sup of C&I | August 2009-June 2010 | Staff development agendas |
| 36. | Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op. | Title III Title IV-A (SDFS) | Principals Dir.Spec.Prog/Personnel | August 2009-June 2010 | Certificate of completion |
| 37. | Require ESL teachers to attend LPAC training and updates every 2 years and TELPAS Training for new ESL teachers and TELPAS refresher training each year. | Title III Esc XX | Principals Dir.Spec.Prog/Personnel | August 2009-June 2010 | Certificates of completion |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 38. | Provide staff development as defined in Special Ed. Strategic Plan: instructional practices, state and federal accountability, special ed. training, and data analysis. (see Spec. Ed. Strategic Plan-Objective 3 Activities 3.1.1--3.1.5) | Special Ed. Local | Spec. Ed. Director Asst. Sup of C&I Principals | August 2009-June 2010 Annually | Certificates s of completion Special Ed. evaluative survey as defined in Spec. Ed. Strat. Plan-Objective 4 |
| 39. | Provide employee training in emergency response and security audit training for a designated team as required by TEC Section 37.108 | ESC XX Texas School Safety Center Local Emergency Operations Plan | Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2009-June 2010 | Sign-in sheets Certificates of completion  360 data input TAKS Passing rate Evidence of curriculum alignment ppp |
| 40. | Provide AEIS-IT training for data disaggregation for appropriate staff. | ESC XX | Asst. Sup of C&I APs of C&I TAKS Coordinators | Annually as needed | Sign-in sheets Certificates of completion |
| 41. | Implement 360 Walkthrough instrument for administrators to better assess staff and increase the effectiveness of classroom instruction. | Title XIV SFSF | CO Administrators Principals APs | September 2009-May 2010 | 360 data input TAKS Passing rate Evidence of curriculum alignment |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2009-2010

**Goal 9:**          **TECHNOLOGY: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.**

**District Objective:**          Increase the number of Internet-ready computers, probes, graphing calculators and handhelds to improve student learning and data management.

*Measurement:*          The upgrades will be completed by the end of the 2008-2009 academic years.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Ensure that each IEP will have an indication that assistive technology needs were considered. | Special Education Personnel Special Ed Printing Budget | Spec. Ed. Director Diagnostician Campus Administrator | August 2009-June 2010 | IEP's/ARD records |
| 2. Provide district schools distance learning capabilities through: <ul><li>Online</li><li>Distance Learning</li><li>KLRN</li></ul> | Instructional Technology Guidelines District E-mail Title XIV SFSF | Tech. Director Asst. Sup of C&I HS Librarian MS Librarian | August 2009-June 2010 | Schedules of offerings Student use reports E-mail updates |
| 3. Provide instruction in math and reading in elementary and intermediate through Academy of Reading and Academy of Math software, and on 6-12 PLATO curriculum | Title I –Part A Title II – Part D ARI/AMI Contracted Services PLATO curriculum Title XIV SFSF | Dir.Spec.Prog/Personnel Principals Asst. Sup of C&I | August 2009-June 2010 | Lesson plans Student roster |
| 4. Provide training in computer programs, network use, and Internet access for teachers, administrators, secretaries, and paraprofessionals. | Available computer materials/programs ESC XX Technology Committee | Asst. Sup of C&I Teachers Aides Tech. Director | August 2009-June 2010 | Certificates of Completion Sign-in sheets |
| 5. Institute Distance Learning for high school students. | Needs assessment | Tech. Director AP of C&I Asst. Sup of C&I Principal | June 2010 | District reports |
| 6. Provide high school students access to Internet and computer use beyond school hours. | Lab Aide Local funds | Principal High School Technology Dept. | August 2009-June 2010 | Sign-in sheets |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 7. Provide career/technology education to grades 8-12 to continue their education through use of technology. | Carl Perkins Fund Career/Tech Ed funds Articulation agreement between school district and institutions of higher learning. Computer-based career opportunity software VCR tapes/DVDs | CTE Director MS and HS Counselor Teachers | August 2009-June 2010 | Class rosters Choice slips Computer Career Printout Longitudinal study on career/technology Career Day Agenda |
| 8. Provide training, software, & hardware for special education teachers to address reading and writing deficits in students. | WYNN Program | Spec. Ed. Director Special Education teachers | August 2009-June 2010 | Students work Teacher training |
| 9. Implement District Technology (three-year) Plan | Technology Plan Records | Technology Committee | August 2009-June 2010 | Surveys; Technology records |
| 10. Utilize Waterford Reading Program and methodologies in Kinder | Local funds Hardware and Software | Asst. Sup of C&I Kinder Teachers Principal SBDM Committees | August 2009-June 2010 | Purchase orders Student rosters WERP, STAR, TPRI, and ITBS testing |
| 11. Provide orientation and computer training for Kinder teachers for WERP | Hardware and Software Reading First funds | Principal Asst. Sup of C&I Kinder Teachers | August 2009-June 2010 | Purchase orders Sign in sheets |
| 12. Provide teacher and student training on graphing calculators to prepare for class work and TAKS math assessment. | ESC consultants Casio consultants | Designated MS and HS math teachers | August 2009-June 2010 | Contracts Sign in sheets Attendance certificates |
| 13. Provide orientation and computer training for Grade 3-11 teachers on WEBCCAT benchmark curriculum, and TMSDS (grades 5-10) | ESC XX consultants Campus representative | Asst. Sup of C&I ESC XX | August 2009-June 2010 | Evaluations and Benchmark Test |
| 14. Provide training for K-3 staff on hand held ZIRE Palms for TPRI and administration and reports. | ESC XX Consultants Mclass consultant | Asst. Sup of C&I Elem/Int. Principals Reading Coaches | August 2009-June 2010 | Session Evaluations and TPRI |
| 15. Provide AEIS-IT training for analyzing student performance/data. | Local ESC XX | Asst. Sup of C&I Academic Team | August 2009-June 2010 | Sign-in sheets |
| 16. Provide Special Ed. teachers training in AEIS-IT in order to review test data | Local ESC XX | Asst. Sup of C&I Spec. Ed. Director Special Ed. Teachers | August 2009-June 2010 | Sign-in sheets |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 17. Update district and campus websites to reflect student and school information. | Technology budget | Superintendent Tech. Director Principals | August 2009-June 2010 | Website changes and updates published on web |
| 18. Maintain Special Ed. website as indicated in Special Ed. Strategic Plan with special ed. procedures, parent newsletter, and special ed. info | Special Ed. Time | Spec. Ed. Director Tech. Director | August 2009-June 2010 | Website changes and updates published on web |
| 19. Communicate district and campus-based programs or organizations through registration/enrollment packets and district or campus websites. | Time and budget for publications | Asst. Sup of C&I Tech. Director Dir.Spec.Prog/Personnel Principals | August 2009-June 2010 | Attendance at functions and conferences |
| 20. Investigate iWork certification. | Time and budget | CTE Coordinator | Fall 2009 | CTE teachers' certificates |
| 21. Perform needs assessment (hardware/software space to student ratio). | Time | CTE Coordinator | Fall 2009 | Needs Assessment |
| 22. Incorporate Technology Application skills into all classes K-12. | Time and budget for training, hardware and software | CTE Coordinator Technology director Lab Aides K-5 Technology Teachers 6-12 | Fall 2009 | Lesson plans/lab logs |
| 23. Emphasize career connections in all K-12 classes. | Time to implement Kuter online | CTE Coordinator Campus counselors Teachers | Fall 2009 | Lesson plans |
| 24. Maintain special ed. management program to increase efficiency of completing and maintaining ARD data. | e-Sped | Special Ed. Diagnosticians Speech Therapist | August 2009-June 2010 | ARD documentation |
| 25. Implement RUS Grant (infrastructure grant) to include 3 distance learning labs, electronic field trips, and distance learning. | RUS Grant funds | Superintendent Asst. Sup. of C&I Technology Director Principals Asst. Principals of C&I | TBA | TBA |
| 26. Provide Texas Library Connection software to better utilize library functionality. | Title XIV SFSF | Lead Librarian | August 2009-June 2010 | PO and documentation of use |
| 27. Utilize RSCCC student management software for coordination of student registration, attendance, and discipline. | Title XIV SFSF | Campus PEIMS Clerk Business Manager Counselors Principals, APs | August 2009-June 2010 | Discipline Integrity Management reports through PBMAS |
| 28. Provide technology supplies, software, and parts to enhance current technology needs and infrastructure for instruction and required online testing. | Title XIV SFSF Technology Plan | IT Director Principals Asst. Sup. of C&I | August 2009-June 2010 | POs Technology Plan Goals Faculty Survey |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2009-2010

**Goal 10:**            **FINANCE: Funding and budgetary allocations will operate efficiently in meeting students' educational needs.**

**District Objective:**       At School wide Project campuses, the per pupil expenditure for instructional purposes will be proportionately higher than in the preceding school year.

*Measurement:*            This will be documented by the district budget and the allocation of Title I funds into each campus budget.

**District Objective:**       In order to meet instructional needs, all campuses will encumber and spend necessary instructional funds within district deadlines.

*Measurement:*            This will be documented in records maintained in the District Business Office.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 1. Coordinate program needs with budget planning and allocation to include providing funds for attending curriculum-related workshops. | State, federal, and local budget (ARRA & SFSF) Analysis of budget and needs | Superintendent Asst. Sup of C&I Principals Directors Business Manager | January-June 2010 | Adopted budget |
| 2. Collaborate with the superintendent and the business manager to examine and prioritize all special budgetary needs of campuses and programs. | Campus projected budgets Campus special projects (including ARRA and SFSF two year plans) | Superintendent Business Manager Principals Directors | January – June 2010 | Completed and approved/disapproved "Special Budget Request" forms |
| 3. Begin the budget process with a series of budget workshops and guide the final budget approval and adoption process. | Available meeting dates and times | Superintendent Business Manager | January 2010 | Budget workshop, workbooks and handouts |
| 4. Budget and monitor per pupil total allocations to all campuses from state and local funds. | State and local budget | Superintendent Business Manager Spec. Ed. Director Dir.Spec.Prog/Personnel | July 1, 2009-June 30, 2010 | Board approved budget Amended budget Board meeting agendas Purchase orders Final expenditure report |
| 5. Communicate fiscal management expectations to encourage good planning and fiscal responsibility. | District calendar | Business Manager | July 1, 2009-June 30, 2010 | Administrative policies - procedures Memos, agendas |
| 6. Review budget amendments as presented and needed by campus principals, special program staff, SBDM, and instructional staff. | Financial expenditures reports Staff survey on educational needs | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Budget Amendment forms Annual independent financial audit report |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 7. | Prepare and submit timely and accurate federal, state, and special reports to include quarterly and final reports. | Texas Education Agency reports | Spec. Ed. Director Dir.Spec.Prog/Personnel Business Manager Superintendent | July 1, 2009-June 30, 2010 | Copies of completed reports Annual independent financial audit report |
| 8. | Budget and monitor per pupil allocations to designated campuses from special programs. | State and Federal special program allocations | Spec. Ed. Director Dir.Spec.Prog/Personnel | July 1, 2009-June 30, 2010 | Campus budgets Purchase orders Annual independent financial audit report |
| 9. | Oversee workers compensation program. | Workers Compensation Commission Compliance manuals | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Annual audit |
| 10. | Prepare, implement, administer, and control the annual budget. | RSCC software Staff | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Budget Annual independent audit report |
| 11. | Ensure that accounting system and procedures are in full compliance with the Fiscal Accountability System Resource Guide. GASB34 | Fiscal Accountability System Resource Guide (FASRG) | Business Manager Accounts Payable Payroll | July 1, 2009-June 30, 2010 | FASRG Annual independent financial audit report |
| 12. | Develop standards by which fixed assets are accounted for and safeguarded from potential loss in conjunction with a fixed asset inventory. | FASRG Guide | Business Manager Payroll | July 1, 2009-June 30, 2010 | Monthly fixed asset reports Annual fixed report Annual fixed inventory Annual independent financial audit report |
| 13. | Monitor accounting and internal control procedures for student and campus activity funds as required by the FASRG. | FASRG District campus Activity fund procedures | Business Manager | Ongoing | FASRG Annual independent audit report Purchase Orders |
| 14. | Review and approve all purchase orders to maintain budgetary checks and balances district-wide. | District budget and books of account | Superintendent Business Manager Accounts Payable | July 1, 2009-June 30, 2010 | District budget Annul independent financial audit Report |
| 15. | Ensure that the payroll is timely and accurate and consistent with all employee benefit providers' such as TRS, IRS, etc. | RSCCC to include making and using to establish an "Electronic Transfer" of payroll checks to employees' individual bank accounts. | Business Manager Payroll | July 1, 2009-June 30, 2010 | Monthly payroll activity reports Annual payroll activity reports |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 16. | Ensure that employee and providers concerns are properly addressed in a professional manner. | Staff | Superintendent Payroll Business Manager | July 1, 2009-June 30, 2010 | Feedback from providers and employees |
| 17. | Ensure the prompt and timely payment of accounts payable such as purchase orders, utility bills, etc. | Accounts Payable Staff | Business Manager Accounts Payable | July 1, 2009-June 30, 2010 | Established district payment history Annual independent financial audit report |
| 18. | Ensure that all purchasing is in compliance with state and local bidding laws and policies. | Purchasing Department FASRG | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Annual independent financial audit report |
| 19. | Inform and communicate with campuses and programs on the bidding and price quote system. | Business office | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Review bid documents |
| 20. | Coordinate and advertise for proposals and bids; then collect, open, tabulate, and recommend to the superintendent bids to be placed on the Board agenda for approval. | Business office | Business Manager | July 1, 2009-June 30, 2010 | Board agenda Annual independent financial audit report |
| 21. | Business office staff to act as the official purchasing agent for the district and to sign off as final approval for contractual obligations. | Business office | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Signed purchase orders Signed contractual obligations |
| 22. | Secure funding from multiple sources. Use the application process to secure additional funding for special projects. | Grant announcements Grant writers | Spec. Ed. Director Asst. Sup of C&I Dir.Spec.Prog/Personnel Superintendent | July 1, 2009-June 30, 2010 | Standard applications Notice of grant awards and budget |
| 23. | Ensure the prompt and timely deposit of accounts receivable | Business Office | Business Manager Accounts Payable Payroll | July 1, 2009-June 30, 2010 | Annual Independent Financial audit report |
| 24. | Ensure that the investment of District funds in compliance with District Investment Policy | Business Office | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Monthly and annual investment reports A.I. F. A. D. Investment Officer Certification Hours |
| 25. | Maintain a rating of Superior Achievement from TEA in the Financial Integrity Rating System of Texas (FIRST) | Superintendent Business Office | Superintendent Business Manager | July 1, 2009-June 30, 2010 | Public Hearing to report Devine ISD FIRST rating |
| 26. | Coordinate lease purchase copier agreements for improved maintenance and service. | Title XIV SFSF | Superintendent Business Manager | July 1, 2009-June 30, 2010 | PO Lease purchase agreement |

# Use of Other Resources

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1.  *Individuals with Disabilities Education Act (IDEA)* – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.

2.  *State Compensatory Education (SCE).* Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.

3.  NCLB, Title I, Part A – Devine ISD uses its Title I funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.

4.  NCLB, Title II, Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.

5.  NCLB, Title II, Part D: Enhancing Education Through Technology – Devine ISD utilizes these funds at all campuses to purchase equipment designed to integrate technology into curriculum content.

6.  NCLB, Title III: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.

7.  NCLB, Title IV: Safe and Drug-Free Schools and Communities – The district is in a shared services arrangement with the ESC for Title IV. Various programs are available through the ESC including Red Ribbon Week, Second Step Violence Prevention, and other curriculum activities oriented toward drug and violence prevention and esteem-building.

8.  Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.

9.  English as a Second Language (ESL) – A certified teacher uses the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding is used as salary for a certified teacher and special supplies and materials used to enhance the instruction.

10. Optional Extended Year (OEY) – State funds generated by students in at-risk situations in grades Kindergarten through 8 support a summer program designed for those students in grades K-12 who are retained. In this initiative, teachers and aides provide intensive, half-day sessions for students for a 20-day period during 4 weeks in the summer.

# Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

## Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

(1 ) was not advanced from one grade level to the next for one or more school years; (w/ exception of Prek and kindergarten parent request);

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;,

(4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

**Local Criteria**: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the *Financial Accountability System Resource Guide* (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

## District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

(1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).

(2) The district does one use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.

(3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.

(4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.

(5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.

(6) Devine ISD combines its SCE funding with Title I School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I school wide program (on a campus with over 50% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are riot fiscally combined with Title I, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

# Campus-Level SCE Services, 2009-2010

Based upon students' qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

**John J. Ciavarra Elementary School**

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.

| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
|---|---|---|---|---|---|
| **Reading and Math Intervention** – (K-2) Implement effective reading and math intervention strategies for at-risk students and monitor student performance to ensure increased student achievement. | Certified teachers Instructional aides SCE Funds Title I Funds Title XIV SFSF | Principal AP of C&I Dir.Spec.Prog/Personnel | August 2009-June 2010 SW Comp-2,9 | Lesson Plans Teacher tests Grade reports | Minimum score *of* 80% on NPR-ITBS in reading/math achievement |
| **TUTORIALS**- Provide after-school tutorials for students not meeting objective/standard in order to reduce the gap between "all students" and EcoDis/LEP/Special Ed. | Certified teachers SCE funds Title XIV SFSF | Principal AP of C&I | August 2009-June 2010 SW Comp-2,9 | Teacher tests Grade reports | Minimum score *of* 80% on NPR-ITBS in reading/math achievement |
| **TECHNOLOGY LAB**- This program provides supplemental instruction to students in need of assistance in reading and math. | SCE Funds Title I Funds Instructional supplies | Principal, Technology Aide | August 2009-June 2010 SW Comp-2 | Teacher tests Grade reports | Promotion |
| **Dyslexia** (Grade 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix and Tier II and Tier III Reading First interventions. | SCE Funds, Title I Local | Principal Reading Interventionist | August 2000-June 2010 SW Comp-2,9 | DRA Reports TPRI Reports Classroom Assessments | Reading/L.A. grades List of exited students |
| **Staff Development** –Provide at risk staff development for extended year teachers. | SCE Funds Title I Funds | Dir.Spec.Prog/Personnel Principals | May/June 2010 SW Comp-4 | Sign-in sheets | Observation of at-risk strategies used during summer school. |

**John J. Ciavarra Elementary School**

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
| **Additional Services available to support At-Risk Students (not funded by SCE)** | | | | | |
| **READING INTERVENTION-Kinder/First-**Provide early reading intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. | Title XIV SFSF Reading Interventionist | Principal | August 2009-June 2010 SW Comp-2,3 | Teacher test Grade reports Progress monitoring Running records | Achieve "Developed" status on TPRI ITBS performance |
| **Reading/TAKS Materials-**Augment core curricula instruction by using TAKS materials to help students achieve TAKS objectives. | Title XIV SFSF | Principal | August 2009-June 2010 SW Comp-2 | Teacher test Grade cards | Passing applicable component of TAKS in 3rd grade |
| **HOMEBOUND-**Provide homebound academic instruction to identified students as appropriate. | Certified teachers Title XIV SFSF | Principal | August 2009-2010 SW Comp-2,9 | Tests and quizzes provided by classroom teacher. Grade card | Passing grades Promotion |

# Campus-Level SCE Services, 2009-2010

Based upon students' qualifying criteria, the following tables outline each campus' specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

## Devine Intermediate School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
| **Reading and Math Intervention** – (3-5) Implement effective reading and math intervention strategies for at-risk students and monitor student performance to ensure increased student achievement. | Certified teachers Instructional aides SCE Funds Title I Funds Title XIV SFSF | Principal AP of C&I Dir.Spec.Prog/Personnel | August 2009-June 2010 SW Comp-2,9 | Lesson Plans Teacher tests Grade reports | Passing applicable component of TAKS |
| **TUTORIALS**- Proved in-school and after-school tutorials for students not meeting objective/standard in order to reduce the gap between "all students" and EcoDis/LEP/Special Ed. | Certified teachers SCE funds Title XIV SFSF | Principal AP of C&I | August 2009-June 2010 SW Comp-2,9 | Benchmarks Teacher tests Grade reports | Passing applicable component of TAKS |
| **Dyslexia** (Grade 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix and Tier II and Tier III Reading First interventions. | SCE Funds, Title I Local | Principal Reading Interventionist | August 2000-June 2010 SW Comp-2,9 | DRA Reports TPRI Reports Classroom Assessments | Reading/L.A. grades List of exited students |
| **Staff Development** –Provide at risk staff development for extended year teachers. | SCE Funds Title I Funds | Dir.Spec.Prog/Personnel Principals | May/June 2010 SW Comp-4 | Sign-in sheets | Observation of at-risk strategies used during summer school. |

## Devine Intermediate School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
| **Additional Services available to support At-Risk Students (not funded by SCE)** | | | | | |
| **READING INTERVENTION-** Provide reading intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. | Title XIV SFSF Reading Interventionist | Principal | August 2009- June 2010 SW Comp-2,3 | Benchmarks Teacher test Grade reports Progress monitoring Running records | Passing reading TAKS |
| **TAKS Materials-**Augment core curricula instruction by using TAKS materials to help students achieve TAKS objectives. | Title XIV SFSF | Principal | August 2009- June 2010 SW Comp-2 | Teacher test Grade cards | Passing reading and math TAKS |
| **HOMEBOUND-**Provide homebound academic instruction to identified students as appropriate. | Certified teachers Title XIV SFSF | Principal | August 2009- 2010 SW Comp-2,9 | Tests and quizzes provided by classroom teacher. Grade card | Passing grades Promotion |

# Campus-Level SCE Services 2009-2010
Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

## **Devine** Middle School

**Objective:** To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.

| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
|---|---|---|---|---|---|
| **PRIDE (Purpose, Respect, Integrity, Discipline, Excellence) CLASS** Students receive assistance on TAKS test-taking skills. | Certified Teachers-28 SCE funds (.10 FTEs) ($160,000) | Principal Asst. Principal of C&I | August 2009-June 2010 | Teacher tests Grade cards | Pass all classes Pass TAKS |
| **AFTER & SATURDAY SCHOOL TUTORIALS-** Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives. | Certified teacher, SCE Funds Title XIV SFSF ($5,000) Supplies | Principal | August 2009-May 2010- | Teacher tests Grade cards | Passing final grade in all core subjects |
| **STAFF DEVELOPMENT –**Provide at risk staff development for extended year teachers. | SCE ($250) | Principal Dir Spec. Prog/ Personnel | June 2010 | Sign in sheets | Observation of at risk strategies used during summer school. |
| **SUMMER SCHOOL**-Students are provided instruction in order to maintain grade level equivalency and pass specific subject areas. | 2 certified teachers (2 FTEs) ($5,000) | Principal, Certified Teachers | June- July 2009 (2weeks) | Teacher tests Grade cards | Promotion |
| **DAEP**-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention. | Contract with CO-OP SCE Funds (incorporated w/ HS funds $115,000) | Bigfoot AEP Coop | August 2009-June 2010 | Teacher tests Grade cards | Passing grades Stay in school |
| **JJAEP**-Participate in Atascosa JJAEP as an alternative to expulsion. | SCE ($5,000) | Superintendent MS/HS Principals Asst. Principals | Sept. 2009-June 2010 | First semester record of student attendance | Yearly record of student attendance |

## Devine Middle School

| Additional Services available to support At-Risk Students (not funded by SCE) | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **HOMEBOUND SERVICES-** Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process. | Certified teachers Title XIV SFSF ($2,500) | Principal | August 2009- May 2010 | Teacher tests Grade cards | Passing all core subjects |
| **TAKS MATERIALS-Core** curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives. | Instructional supplies; Title XIV SFSF ($1,000) | Principal | August 2009- May 2010 | Teacher tests Grade cards | Passing applicable component of TAKS |
| **PLATO Lab** – Provide student support and remediation for core subject areas and TAKS with PLATO software. | Local | Principal | August 2009- June 2010 | Pre/Post Test | Passing TAKS and passing grades |
| **District SRO** will help campuses enforce compulsory attendance laws. | Local City of Devine | Principal Asst. Principal Attendance clerk | August 2008- June 2009 | 9 weeks Attendance Reports SRO Reports | Annual Attendance Reports |

# Campus-Level SCE Services, 2009-2010

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars.     As additional students are identified, additional services may be added, and others may be modified or deleted.

## Devine High School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **In School Math & Science (TAKS Intervention)** Students receive additional academic instruction to achieve mastery of TAKS objectives. | 4 certified teachers (0.13 FTEs) 2 certified teachers at (0.26 FTEs) $53,800) | Principal Certified teachers | August 2009-June 2010 | Practice TAKS tests Grade cards Benchmarks | Passing TAKS |
| **AFTER & SATURDAY SCHOOL TUTORIALS-** Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives. | Certified teacher, SCE Funds Title XIV SFSF ($5,000) Supplies | Principal | August 2009- May 2010- | Teacher tests Grade cards | Passing final grade in all core subjects |
| **STAFF DEVELOPMENT –** Provide at risk staff development for extended year teachers. | SCE ($250) | Principal Dir Spec. Prog/ Personnel | June 2010 | Sign in sheets | Observation of at risk strategies used during summer school. |
| **SUMMER SCHOOL** Certified teachers provide instruction to students who have failed a core subject during the regular school term allowing them to obtain course credit and maintain class-level standing. | Certified teachers; (3.0  FTEs) ($10,000) | Principal | June 2010 | Teacher tests and periodic reports | Obtain credit |
| **DAEP-** In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention. | Contract with CO-OP SCE Funds (incorporated w/ MS funds $115,000) | Bigfoot AEP Coop | August 2009- June 2010 | Teacher tests Grade cards | Passing grades Stay in school |
| **JJAEP-** Participate in Atascosa JJAEP as an alternative to expulsion. | SCE ($5,000) | Superintendent MS/HS Principals Asst. Principals | Sept. 2009- June 2010 | First semester record of student attendance | Yearly record of student attendance |

**Devine High School**

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **Provide PGP** (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS retesters. | SCE Local (1.0 FTE) ($2,000) | Principal Asst. Principal Counselor AP for C & I | August 2009-June 2010 | Grade cards | Pass TAKS |

**Devine High School**

| Additional Services available to support At-Risk Students (not funded by SCE) | | | | | |
|---|---|---|---|---|---|
| **HOMEBOUND SERVICES-** Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process. | Certified teachers Title XIV SFSF ($2,500) | Principal | August 2009-May 2010 | Teacher tests Grade cards | Passing all core subjects |
| **TAKS MATERIALS-Core** curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives. | Instructional supplies; Title XIV SFSF ($1,400) | Principal | August 2009-May 2010 | Teacher tests Grade cards | Passing applicable component of TAKS |
| **PLATO Lab** – Provide student support and remediation for core subject areas and TAKS with PLATO software | Local | Principal | August 2008-June 2009 | Pre/Post Test | Passing TAKS and passing grades |
| **District SRO** will help campuses enforce compulsory attendance laws. | Local, City of Devine | Principal Attendance clerk | August 2008-June 2009 | 6 weeks Attendance Reports SRO Reports | Annual Attendance Reports |

## 2009 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

**DISTRICT NAME: DEVINE**                                District Rating:  Recognized
**DISTRICT NUMBER: 163901**

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

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TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| | | | | | | | | Required | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | |---- 2009 ----| | | |--- 2008 ---| | |-- Improvement --| | |
| Performance Results | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? |
| **Reading/ELA (70%/75%/90%)** | | | | | | | | | | | |
| All Students | 1,022 | 1,110 | 92% | 100% | 1,007 | 1,068 | 94% | | -2 | | |
| African Amer | * | * | >99% | * | * | * | * | | * | | |
| Hispanic | 553 | 620 | 89% | 56% | 538 | 577 | 93% | | -4 | | |
| White | 457 | 478 | 96% | 43% | 458 | 480 | 95% | | 1 | | |
| Econ Disadv | 484 | 543 | 89% | 49% | 446 | 494 | 90% | | -1 | | |
| **Writing (70%/75%/90%)** | | | | | | | | | | | |
| All Students | 239 | 255 | 94% | 100% | 223 | 233 | 96% | | -2 | | |
| African Amer | * | * | * | * | * | * | * | | * | | |
| Hispanic | 143 | 154 | 93% | 60% | 119 | 127 | 94% | | -1 | | |
| White | * | * | 95% | 39% | * | * | 98% | | -3 | | |
| Econ Disadv | * | * | 94% | 55% | 117 | 124 | 94% | | 0 | | |
| **Social Studies (70%/75%/90%)** | | | | | | | | | | | |
| All Students | 348 | 376 | 93% | 100% | 329 | 360 | 91% | | 2 | | |
| African Amer | * | * | * | * | * | * | * | | * | | |
| Hispanic | 179 | 199 | 90% | 53% | 149 | 175 | 85% | | 5 | | |
| White | * | * | 96% | 46% | 176 | 181 | 97% | | -1 | | |
| Econ Disadv | 148 | 169 | 88% | 45% | 115 | 134 | 86% | | 2 | | |
| **Mathematics (55%/75%/90%)** | | | | | | | | | | | |
| All Students | 851 | 1,107 | 77% | 100% | 844 | 1,073 | 79% | | -2 | | |
| African Amer | * | * | 60% | * | * | * | * | | * | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Hispanic | 436 | 618 | 71% | 56% | 423 | 580 | 73% | Yes | -2 | 1 | No |
| White | 405 | 477 | 85% | 43% | 412 | 482 | 85% | | 0 | | |
| Econ Disadv | 381 | 539 | 71% | 49% | 359 | 498 | 72% | Yes | -1 | 2 | No |

Science (50%/75%/90%)

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 383 | 486 | 79% | 100% | 366 | 481 | 76% | | 3 | | |
| African Amer | * | * | * | * | * | * | * | | * | | |
| Hispanic | 197 | 267 | 74% | 55% | 156 | 245 | 64% | Yes | 10 | 6 | Yes |
| White | 183 | 215 | 85% | 44% | 207 | 231 | 90% | | -5 | | |
| Econ Disadv | 162 | 225 | 72% | 46% | 127 | 193 | 66% | Yes | 6 | 5 | Yes |

*** Summary column: Note that RI, TPM and EXCP may elevate the rating one level, but only one level.

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EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|---|---|---|---|---|---|
| 20 | 1 | 7 | N/A | N/A | N/A |

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Devine Independent School District Improvement Plan 2009-2010

**DISTRICT NAME: DEVINE**                                    District Rating:  Academically Acceptable
**DISTRICT NUMBER: 163901**

    Analysis groups used to determine ratings are highlighted in BLUE.
    Academically Acceptable standards are shown in parentheses.
    Special formats ('*', >99%, <1%) are used to protect student confidentiality.
    _____

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

|  | |----------- Class of 2008 ------------| | |--- Class of 2007 ----| | |------ Required Improvement ------| | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # Com-pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com-pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 130 | 12 | 145 | 89.7% | 100% | 117 | 133 | 88.0% | | 1.7 | | |
| African Amer | 0 | 0 | 0 | - | 0% | 0 | 3 | * | | * | | |
| Hispanic | 61 | 10 | 72 | 84.7% | 50% | 46 | 56 | 82.1% | Yes | 2.6 | 1.5 | Yes |
| White | 68 | 2 | 72 | 94.4% | 50% | 67 | 73 | 91.8% | | 2.6 | | |
| Econ Disadv | 52 | 6 | 60 | 86.7% | 41% | 36 | 43 | 83.7% | | 3.0 | | |

    Decreases in completion rates may be due to significant changes in the dropout definition
    beginning with the 2005-06 school year.

    _____

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

|  | |------------ 2007-08 -------------| | |--------- 2006-07 ---------| | |----- Required Improvement ------| |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 1 | 297 | 0.3% | 100% | 0 | 297 | 0.0% |  | 0.3 |  |  |
| African Amer | * | 2 | * | 1% | * | 2 | * |  | * |  |  |
| Hispanic | 1 | 148 | 0.7% | 50% | 0 | 156 | 0.0% |  | 0.7 |  |  |
| White | 0 | 145 | 0.0% | 49% | 0 | 136 | 0.0% |  | 0.0 |  |  |
| Econ Disadv | 1 | 143 | 0.7% | 48% | 0 | 152 | 0.0% |  | 0.7 |  |  |

Dropout data not evaluated for your accountability rating due to small numbers or no data.
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                                TEXAS EDUCATION AGENCY
                         Adequate Yearly District Data Table


                             Preliminary 2009 AYP Results


District Name: DEVINE (163901)
Status:  Meets AYP


2009-10 School Improvement Program Requirement: None
```

| | All Students | African American | Hispanic | White | ECON. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| Performance: Reading/ELA (AYP Target: 67%) | | | | | | | | |
| AYP Proficiency Rate | | | | | | | | |
| 2008-09 Assessments | | | | | | | | |
|   Met Standard | 847 | * | 476 | 360 | 442 | 73 | 26 | n/a |
|   Number Tested | 969 | * | 564 | 394 | 522 | 119 | 34 | 22 |
|   % Met Standard | 87% | >99% | 84% | 91% | 85% | 61% | 76% | n/a |
|   Student Group % | 100% | * | 58% | 41% | 54% | 12% | n/a | 2% |
| | | | | | | | | |
| Performance Improvement/Safe Harbor | | | | | | | | |
| 2007-08 Assessments | | | | | | | | |
|   Met Standard | 822 | * | 451 | 362 | 390 | 65 | 30 | n/a |
|   Number Tested | 911 | * | 510 | 392 | 456 | 104 | 42 | 27 |
|   % Met Standard | 90% | * | 88% | 92% | 86% | 63% | 71% | n/a |
| | | | | | | | | |
| Change in % Met Standard | -3 | * | -4 | -1 | -1 | -2 | 5 | |
| Improvement Required | | | | | | 4 | | |
| 2008-09 AYP Proficiency Rate including the TEXAS Projection Measure (TPM) | | | | | | | | |
| | | | | | | | | |
|   Met Standard of TPM | 899 | * | 517 | 371 | 476 | 84 | 31 | |
|   Number Tested | 969 | * | 564 | 394 | 522 | 119 | 34 | |
|   % Met Standard of TPM | 93% | >99% | 92% | 94% | 91% | 71% | 91% | |

Special formats ( ' * ', >99%, <1% are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in this group

```
                              TEXAS EDUCATION AGENCY
                      Adequate Yearly District Data Table


                          Preliminary 2009 AYP Results


District Name: DEVINE (163901)
Status:  Meets AYP
```

2009-10 School Improvement Program Requirement: None

| | All Students | African American | Hispanic | White | ECON. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| Performance: Mathematics (AYP Target: 58%) | | | | | | | | |
| AYP Proficiency Rate | | | | | | | | |
| 2008-09 Assessments | | | | | | | | |
| Met Standard | 722 | * | 385 | 328 | 358 | 62 | 25 | n/a |
| Number Tested | 971 | * | 565 | 395 | 522 | 119 | 34 | 22 |
| % Met Standard | 74% | 67% | 68% | 83% | 69% | 52% | 74% | n/a |
| Student Group % | 100% | * | 58% | 41% | 54% | 12% | n/a | 2% |
| | | | | | | | | |
| Performance Improvement/Safe Harbor | | | | | | | | |
| 2007-08 Assessments | | | | | | | | |
| Met Standard | 681 | * | 353 | 322 | 310 | 39 | 22 | n/a |
| Number Tested | 912 | * | 512 | 391 | 459 | 104 | 42 | 27 |
| % Met Standard | 75% | * | 69% | 82% | 68% | 38% | 52% | n/a |
| | | | | | | | | |
| Change in % Met Standard | -1 | * | -1 | 1 | 1 | 14 | 22 | |
| Improvement Required | | | | | | 6 | | |

2008-09 AYP Proficiency Rate including the TEXAS Projection Measure (TPM)

| | All Students | African American | Hispanic | White | ECON. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| Met Standard of TPM | 812 | * | 449 | 352 | 419 | 71 | 29 | |
| Number Tested | 971 | * | 565 | 395 | 522 | 119 | 34 | |
| % Met Standard of TPM | 84% | >99% | 79% | 89% | 80% | 60% | 85% | |

Special formats (' * ', >99%, <1% are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Devine Independent School District Improvement Plan 2009-2010

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                        TEXAS EDUCATION AGENCY
                  Adequate Yearly District Data Table

                     Preliminary 2009 AYP Results
```

District Name: DEVINE (163901)
Status:  Meets AYP

2009-10 School Improvement Program Requirement: None

| | All Students | African American | Hispanic | White | ECON. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| **Participation: Reading/ELA (AYP Target: 95%)** | | | | | | | | |
| **2008-09 Assessments** | | | | | | | | |
| Number Participating | * | * | 589 | * | * | * | | 27 |
| Total Students | * | * | 592 | * | * | * | | 30 |
| Participation Rate | >99% | >99% | 99% | >99% | >99% | >99% | | 90% |
| Student Group % | * | * | 58% | * | * | * | | 3% |
| **2007-08 Assessments** | | | | | | | | |
| Number Participating | * | * | * | * | * | * | | * |
| Total Students | * | * | * | * | * | * | | * |
| Participation Rate | >99% | * | >99% | >99% | >99% | >99% | | >99% |
| **Participation: Mathematics (AYP Target: 95%)** | | | | | | | | |
| **2008-09 Assessments** | | | | | | | | |
| Number Participating | * | * | * | * | * | * | | * |
| Total Students | * | * | * | * | * | * | | * |
| Participation Rate | >99% | >99% | >99% | >99% | >99% | >99% | | >99% |
| Student Group % | * | * | * | * | * | * | | * |
| **2007-08 Assessments** | | | | | | | | |
| Number Participating | * | * | * | * | * | * | | * |
| Total Students | * | * | * | * | * | * | | * |
| Participation Rate | >99% | * | >99% | >99% | >99% | >99% | | >99% |

The number of LEP students participating in Reading/Language Arts includes 3 recent immigrant Limited English
Proficient (LEP) students in their first year of enrollment in US schools who were assessed on the Texas English Language
Proficiency Assessment System (TELPAS) and not on the regular or LAT administrators of TAKS Reading/Language Arts.
Federal regulations issued in September 2006 require public reporting of this number.

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

```
                            TEXAS EDUCATION AGENCY
                    Adequate Yearly District Data Table

                      Preliminary 2009 AYP Results
District Name: DEVINE (163901)
Status:  Meets AYP

2009-10 School Improvement Program Requirement: None
```

| | All Students | African American | Hispanic | White | ECON. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|---|---|---|---|---|---|---|---|
| **Graduation Rate Class of 2008 (AYP Target: 70%)** | | | | | | | | |
| Graduates | 125 | 0 | 59 | 65 | 49 | 17 | | * |
| Number in Class | 145 | 0 | 72 | 72 | 60 | 20 | | * |
| Graduation Rate | 86.2% | - | 81.9% | 90.3% | 81.7% | 85.0% | | * |
| Student Group% | 100% | 0% | 50% | 50% | 41% | 14% | | 1% |
| **Graduation Rate Class of 2007** | | | | | | | | |
| Graduates | 109 | * | 42 | 63 | 33 | 15 | | 0 |
| Number in Class | 133 | 3 | 56 | 73 | 43 | 18 | | 0 |
| Graduation Rate | 82.0% | * | 75.0% | 86.3% | 76.7% | 83.3% | | - |
| Student Group% | 100% | 2% | 42% | 55% | 32% | 14% | | 0% |
| **Change 2007 to 2008** | 4.2 | * | 6.9 | 4.0 | 5.0 | 1.7 | | * |

Decreases in graduation rates may be due to significant changes in the dropout definition beginning
With the 2005-06 school year.

### 2009 AYP Explanation Table

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Performance: Reading/ELA | + | - | + | + | + | + | - | |
| Performance: Math | + | - | + | + | + | + | - | |
| Participation: Reading/ELA | + | - | + | + | + | + | - | |
| Participation: Math | + | - | + | + | + | + | - | |
| Other: Graduation Rate | + | | | | | | | |
| Other Attendance Rate | - | | | | | | | |

+ Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
X Missed AYP for this measure

**2009 TAKS Results Panel**
**Devine ISD District Final**

*SSI Cumulative Test Administrations (English and Spanish)

All Other - English Version

| READING/ELA | *GR. 3 | GR. 4 | *GR. 5 | GR. 6 | GR. 7 | *GR. 8 | GR. 9 | GR. 10 | GR. 11 |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 95 | 80 | 90 | 91 | 86 | 94 | 96 | 88 | 98 |
| African American | * | * | * | * | * | * | * | * | * |
| Hispanic | 94 | 74 | 88 | 85 | 84 | 89 | 94 | 88 | 98 |
| White | 95 | 88 | 93 | 98 | 91 | 99 | 98 | 87 | 97 |
| Economically Disadvantaged | 94 | 73 | 87 | 90 | 87 | 90 | 89 | 83 | 100 |
| *Limited English Proficient | * | * | * | * | * | * | * | * | * |
| *Special Education | 100 | 56 | 83 | 64 | 50 | 63 | * | 44 | * |

| WRITING | GR. 4 | GR. 7 |
|---|---|---|
| All Students | 89 | 95 |
| African American | * | * |
| Hispanic | 88 | 96 |
| White | 91 | 94 |
| Economically Disadvantaged | 88 | 98 |
| *Limited English Proficient | * | * |
| *Special Education | 56 | 63 |

| MATH | GR. 3 | GR. 4 | *GR. 5 | GR. 6 | GR. 7 | *GR. 8 | GR. 9 | GR. 10 | GR. 11 |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 83 | 75 | 87 | 74 | 70 | 78 | 62 | 53 | 82 |
| African American | * | * | * | * | * | * | * | * | * |
| Hispanic | 80 | 68 | 89 | 70 | 62 | 68 | 48 | 44 | 83 |
| White | 87 | 84 | 84 | 78 | 83 | 89 | 76 | 64 | 81 |
| Economically Disadvantaged | 75 | 64 | 85 | 66 | 63 | 66 | 45 | 45 | 81 |
| *Limited English Proficient | * | * | * | * | * | * | * | * | * |
| *Special Education | 86 | 50 | 83 | 57 | 50 | 29 | * | 25 | * |

| SCIENCE | GR. 5 | GR. 8 | GR. 10 | GR. 11 |
|---|---|---|---|---|
| All Students | 91 | 71 | 69 | 87 |
| African American | * | * | * | * |
| Hispanic | 92 | 60 | 62 | 83 |
| White | 89 | 83 | 76 | 93 |
| Economically Disadvantaged | 90 | 59 | 58 | 86 |
| *Limited English Proficient | * | * | * | * |
| *Special Education | 100 | 31 | 29 | * |

| SOCIAL STUDIES | GR. 8 | GR. 10 | GR. 11 |
|---|---|---|---|
| All Students | 90 | 93 | 96 |
| African American | * | * | * |
| Hispanic | 88 | 92 | 92 |
| White | 94 | 94 | 100 |
| Economically Disadvantaged | 87 | 85 | 93 |
| *Limited English Proficient | * | * | * |
| *Special Education | 44 | 60 | * |

**Accountability Absolute Performance Standard**

(rating based on sum of grades 3-11 accountability subset)

| | | |
|---|---|---|
| ▧ | >=90% | Exemplary |
| ▢ | >=75% | Recognized |
| ▨ | | Academically Acceptable |
| ▥ | | Academically Unacceptable |

| R/ELA | >=70% |
|---|---|
| W, SS | >=70% |
| Mathematics | >=55% |
| Science | >=50% |

*=counted for AYP, but not State Accountability rating

**2009 TAKS Results Panel**

**Devine Intermediate Final**

*SSI Cumulative Test Administrations (English and Spanish)

All Other - English Version

| READING/ELA | *GR. 3 | GR. 4 | *GR. 5 |
|---|---|---|---|
| All Students | 95 | 80 | 90 |
| African American | * | * | * |
| Hispanic | 94 | 74 | 88 |
| White | 95 | 88 | 93 |
| Economically Disadvantaged | 94 | 73 | 87 |
| *Limited English Proficient | * | * | * |
| *Special Education | 100 | 56 | 83 |

| WRITING | GR. 4 |
|---|---|
| All Students | 89 |
| African American | * |
| Hispanic | 88 |
| White | 91 |
| Economically Disadvantaged | 88 |
| *Limited English Proficient | * |
| *Special Education | 56 |

| MATH | GR. 3 | GR. 4 | *GR. 5 |
|---|---|---|---|
| All Students | 83 | 75 | 87 |
| African American | * | * | * |
| Hispanic | 80 | 68 | 89 |
| White | 87 | 84 | 84 |
| Economically Disadvantaged | 75 | 64 | 85 |
| *Limited English Proficient | * | * | * |
| *Special Education | 86 | 50 | 83 |

| SCIENCE | GR. 5 |
|---|---|
| All Students | 91 |
| African American | * |
| Hispanic | 92 |
| White | 89 |
| Economically Disadvantaged | 90 |
| *Limited English Proficient | * |
| *Special Education | 100 |

**Accountability Absolute Performance Standard**

(rating based on sum of grades 3-11 accountability subset)

| | |
|---|---|
| >=90% | Exemplary |
| >=75% | Recognized |
| | Academically Acceptable |
| | Academically Unacceptable |

| | |
|---|---|
| R/ELA | >=70% |
| W, SS | >=70% |
| Mathematics | >=55% |
| Science | >=50% |

*=counted for AYP, but not State Accountability rating

**2009 TAKS Results Panel**
**Devine Middle School Final**
*SSI Cumulative Test Administrations (English and Spanish)
All Other - English Version

| READING/ELA | GR. 6 | GR. 7 | *GR. 8 |
|---|---|---|---|
| All Students | 91 | 86 | 94 |
| African American | * | * | * |
| Hispanic | 85 | 84 | 89 |
| White | 98 | 91 | 99 |
| Economically Disadvantaged | 90 | 87 | 90 |
| *Limited English Proficient | * | * | * |
| *Special Education | 64 | 50 | 63 |

| WRITING | GR. 7 |
|---|---|
| All Students | 95 |
| African American | * |
| Hispanic | 96 |
| White | 94 |
| Economically Disadvantaged | 98 |
| *Limited English Proficient | * |
| *Special Education | 63 |

| MATH | GR. 6 | GR. 7 | *GR. 8 |
|---|---|---|---|
| All Students | 74 | 70 | 78 |
| African American | * | * | * |
| Hispanic | 70 | 62 | 68 |
| White | 78 | 83 | 89 |
| Economically Disadvantaged | 66 | 63 | 66 |
| *Limited English Proficient | * | * | * |
| *Special Education | 57 | 50 | 29 |

| SCIENCE | GR. 8 |
|---|---|
| All Students | 71 |
| African American | * |
| Hispanic | 60 |
| White | 83 |
| Economically Disadvantaged | 59 |
| *Limited English Proficient | * |
| *Special Education | 31 |

| SOCIAL STUDIES | GR. 8 |
|---|---|
| All Students | 90 |
| African American | * |
| Hispanic | 88 |
| White | 94 |
| Economically Disadvantaged | 87 |
| *Limited English Proficient | * |
| *Special Education | 44 |

**Accountability Absolute Performance Standard**

(rating based on sum of grades 3-11 accountability subset)

| | | |
|---|---|---|
| >=90% | Exemplary | |
| >=75% | Recognized | R/ELA >=70% |
| | | W, SS >=70% |
| >=55% (yellow) Academically Acceptable | | Mathematics >=55% |
| | | Science >=50% |
| (red) Academically Unacceptable | | |

*=counted for AYP, but not State Accountability rating

**2009 TAKS Results Panel**
**Devine High School Final**
*SSI Cumulative Test Administrations (English and Spanish)
All Other - English Version

| READING/ELA | GR. 9 | GR. 10 | GR. 11 |
|---|---|---|---|
| All Students | 96 | 88 | 98 |
| African American | * | * | * |
| Hispanic | 94 | 88 | 98 |
| White | 98 | 87 | 97 |
| Economically Disadvantaged | 89 | 83 | 100 |
| *Limited English Proficient | * | * | * |
| *Special Education | * | 44 | * |
| **MATH** | **GR. 9** | **GR. 10** | **GR. 11** |
| All Students | 62 | 53 | 82 |
| African American | * | * | * |
| Hispanic | 48 | 44 | 83 |
| White | 76 | 64 | 81 |
| Economically Disadvantaged | 45 | 45 | 81 |
| *Limited English Proficient | * | * | * |
| *Special Education | * | 25 | * |

| SCIENCE | GR. 10 | GR. 11 |
|---|---|---|
| All Students | 69 | 87 |
| African American | * | * |
| Hispanic | 62 | 83 |
| White | 76 | 93 |
| Economically Disadvantaged | 58 | 86 |
| *Limited English Proficient | * | * |
| *Special Education | 29 | * |
| **SOCIAL STUDIES** | **GR. 10** | **GR. 11** |
| All Students | 93 | 96 |
| African American | * | * |
| Hispanic | 92 | 92 |
| White | 94 | 100 |
| Economically Disadvantaged | 85 | 93 |
| *Limited English Proficient | * | * |
| *Special Education | 60 | * |

| **Accountability Absolute Performance Standard** (rating based on sum of grades 3-11 accountability subset) | | |
|---|---|---|
| | >=90% | Exemplary |
| | >=75% | Recognized |
| | | R/ELA >=70% |
| | | W, SS >=70% |
| | Academically Acceptable | Mathematics >=55% |
| | | Science >=50% |
| | Academically Unacceptable | |

*=counted for AYP, but not State Accountability rating

# Comprehensive Needs Assessment 2009-10

## Goal 1: Parent Responsibility

♦ Each year the district conducts a parent survey in the spring. The survey is posted on the district website with a three-year comparison. The overall approval rating for the 30 indicators for all 4 campuses averaged out to 76.3%. "I feel free to call or write my child's teacher" was the question with the highest average of 86% and the lowest of 62% was "School cafeteria food is satisfactory". Campus administrators review their individual surveys with their staff to assess strengths and areas in need of improvement.

♦ Campuses continue their weekly/monthly communications through the parent listserv to enhance school parent communication. Meet-the-Teacher, parent breakfasts, math/science night, commended performance programs, etc… continue to be successful drawing large groups of parents as indicated by sign-in sheets. Parent attendance during Texas Public School Week was also high, especially at Devine High School with a record number in attendance.

♦ The Title I Parent Learning Network weekly meetings *(Lunch and Learn)* provided many topics and opportunities for parental involvement with a need for at least one night meeting per semester.

♦ According to the Faculty Survey also conducted in the spring 2009, 88% of the 164 staff surveyed felt that their campus "fosters parental responsibility for their child's educational responsibility".

## Goal 2: Student Learning and
## Goal 6: Student Performance:

♦ District and campuses site-base committee reviewed the state accountability and Adequate Yearly Progress charts (pages 65-72) and statewide final results (color-coded chart, page 73-76), number of Special Education students taking TAKS A, TAKS M, TAKS Alt, and TELPAS and AMAO results for limited English proficient students. Student performance with and without the Texas Projection Measurement (TPM) were used to determine how the students performed in spring 2009 and how they are projected to do at the next high stakes assessment grade level. At grades K-2, ITBS and TPRI scores were examined and charted in the elementary campus plan.

♦ The district ELA and social studies scores continue to remain at or above the recognized level with the exception of Special Ed. in ELA; only 2 out of 7 grades scored academically acceptable or better, and all populations but Special Ed. in grades 8 and 10 scored exemplary in social studies.

♦ Math and science are still areas of concern. Four out of seven Special Ed. grade levels scored academically unacceptable in math, along with Eco. Dis and Hispanics at grades 9 and 10, and All Students in grade 10. Whereas

grade 5 scored exemplary in science in all student indicators, Special Ed. scored unacceptable in grades 8 and 10 with many of the acceptable scores at the low end of the spectrum.

♦ Campuses coordinated their master schedules so RtI (Three Tier Model) could be utilized at all levels.

♦ The district used Title XIV -SFSF funds to implement CScope with a special emphasis in math and science in order to impact instructional practices to improve student performance.

♦ ARI/AMI funds were also used to purchase Study Island for additional impact on TAKS practice and student success.

## Goal 3: Drop-Out Prevention

♦ The District provides multiple means for drop-out prevention and has focused on the use of technology as a key element. The District has updated its version of PLATO for credit recovery at the high school level in all academic subjects. PLATO curriculum also extends to the middle school and is utilized for in-school and after-school tutorials.

♦ Study Island, another software recently purchased, is being used to assist students for TAKS remediation and RtI intervention. Study Island was purchased for 3 years which will add to the sustainability and allows the district to gauge its effectiveness.

♦ At the elementary level, Compass software in math and reading was also updated using Title I funds and Lexia was purchased at the intermediate level to supplement instruction for dyslexia students and other struggling readers in order to increase student performance.

♦ District policy also mandates that we provide intervention for all students that do not pass the state assessment. One new approach the District is implementing this year is the Optional Flex Year Program (OFYP) that offers a modified instructional calendar to provide a flexible year program to meet the educational needs of its students, including proving intensive instructional services. Students that are not promoted to the next grade level, do not pass TAKS, or did not have at least 95% attendance will be eligible for participation in OFYP and receive one-on-one or small group instruction. Students that are not eligible will be offered an early end-of-school date. The District hopes this program will offer a tremendous incentive for students to achieve academic excellence.

♦ Curriculum coordinators also develop lists of students at-risk of failing TAKS or of failing a grade level so appropriate interventions can be scheduled.

♦ High School changed their master schedule to include seven enrichment periods for math and science so students at-risk of failing these two subjects are getting additional instruction time.

♦ The high school has also increased CTE classes that allow students to receive certifications in certain fields before they graduate from high school (see Goal 4-Curriculum)

## Goal 4: Curriculum

♦ The major change made this year to assist the district with math and science was the purchase of CScope with Title XIV SFSF funds in order to impact instructional practices and improve student performance. All administrators and curriculum coordinators went through initial training and all will have follow-up training through out the school year. Administrators can also monitor alignment during their 360° walk-throughs.

♦ CScope also includes a built in component for the English Language Proficiency Standards (ELPS) that automatically aligns the TEKS and ELPS.

♦ Partly because of a course interest survey done at the high school last year, the high school has increased the number of CTE classes such as Engineering Principals, Construction Systems, Intro to Computer Aided Drafting and the Infinity Project. Another new course, Intro to Media Technology in the new Apple lab, gives students the ability to make movies, put together advertisements for newspapers, and magazines etc…Vet Tech I is being offered this year and will be followed up with Vet Tech II next year.

♦ Medical Microbiology and Pathophysiology are two new science courses have been added to the HS curriculum.

♦ The HS has also expanded their dual credit courses through StateU.com.  Students can take up to six hours of college credit at no cost to them.  They can also take additional courses at $395.00 per three hours of college credit.

♦ The district continues to invest in curriculum coordinator stipends. This year, teachers had to re-apply for the positions and positions were reevaluated and stipends were based upon number of grade levels per campus and number of TAKS test at high stakes grade levels in order to meet budget constraints.

## Goal 5: Personnel

♦ Each year district personnel attends 4 to 5 job fairs based upon need. The district experienced its lowest teacher turn-over in many years and had multiple applications per opening. Administrators continue to use district's core values as a basis for a student-centered philosophy regarding teaching and learning.

♦ All campuses had 100% highly qualified teachers (info on website).

♦ The district also recognizes acute shortage areas if and when retire/rehire applicants are considered.

♦ The district continues to use Title II-A funds for TExES exam fee reimbursement when teachers test at the district request and/or for Treasuring Our Paraprofessionals so all paras can be highly qualified. Last year two more ESL teachers were added and one more will be taking the test in 2009-10.

♦ Each year, the district evaluates its mentoring program in order to meet the needs of first and second year teachers. First and second year teachers were surveyed and results were used in-district and with the contracted services to enhance the program with materials and services. Once again, Title II-A monies are used in funding this program.

♦ New employee orientation was expanded this year to include blood-borne pathogens and sexual harassment so former employees can just do a refresher.

♦ Administrators received 360° Walk-Through training and all administrators, including central office are participating in weekly walk-throughs in order to assess the effectiveness of classroom instruction.

♦ Devine ISD conducted finance/budget meetings to determine the best uses for Title I Part A -ARRA and IDEA - ARRA funds.  This information was used to set priorities, to allocate available ARRA funding resources, and to direct ARRA funding to areas of greatest need in keeping with saving jobs in order to improve academic success.

**Goal 6: Student Performance-(See Goal 2)**
**Goal 7: Climate**

♦ Each year, the district conducts a faculty survey with questions that deal with instruction/services, discipline, safety, parent involvement, cooperation, communication, and professional growth opportunities. Out of the 25 questions, only 3 were below 91% (combined Agree and Strongly Agree). The lowest percentage dealt with counseling services and support for at-risk students. Most comments stated that counselors had little time to actually counsel since they are also the campus testing coordinators. One of the highest ratings with 98.8 % was teachers enjoy teaching in Devine. Campus administrators also compare district results to their individual campus results.

♦ Last January, the DEIC recommended attendance incentives/rewards to recognize employees with good attendance. Drawings for gift cards are held each six week at campuses and departments for perfect attendance and will conclude with additional drawings at the end-of-school-breakfast for employees with perfect or near perfect attendance.

♦ The district continues to include yearly funds to increase surveillance cameras for student safety; however, there are still issues with administrators being able to view video at the HS. The district and LearnSafe are still trying to work out software issues.

♦ Health services and departments have increased safety/risk training with the assistance from ESC 20 and TASB.

♦ The district will gear up for another safety audit this year and review EOP procedures and coordinate efforts with our SRO and Devine PD.

♦ PEIMS 425 reports are reviewed each year for the safe school report. District referrals remain about the same, but all campuses are encouraged to address bullying with their students on their campuses and have procedures in place. Title IV Safe and Drug Free Schools and Communities funds will be utilized to bring guest speakers and programs (Rachel's Challenge and Motivational Productions) when offered.

♦ Based upon information received from teachers and administrators that attended a summer discipline workshop, the district will offer a classroom management session to all staff at the January staff development day in order to minimize referrals.

## Goal 8: Staff Development, Research, and Evaluation

♦ Each year, DEIC conducts a staff development survey to assess the needs at the campus level. Forty-two percent of the staff preferred break-out sessions, therefore, four break-out sessions were provided to staff on the second day of staff development in August. Technology, higher order thinking skills, stress management, and discipline management were the top four topics of interest to the staff. As stated in Goal 7 (Climate), discipline professional development is being addressed and 25% of Title II-D funds will be used for technology professional development.

♦ RtI, though not high on the survey topic, was once again part of the August staff development as the district further implements the Tier II and Tier III interventions. ELPS staff developments and TELPAS will continue to be a part of not only ESL staff development, but for all teachers that instruct ESL students.

♦ Some of our campus administrators are conducting either book studies or learning strategies info at monthly faculty meetings.

♦ As stated in Goal 7 (Curriculum), CScope training has been a high priority during this first year of implementation and Compass Odyssey training at the elementary campus since an upgraded version was purchased.

♦ As stated under Goal 5 (Personnel), administrators received 360° Walk-Through training and all administrators, including central office are participating in weekly walk-throughs in order to assess the effectiveness of classroom instruction. Title XIV SFSF funds were used to purchase this evaluation tool.

♦ Title I and Title II-A funds are earmarked for staff development and the district belongs to both the Bi/ESL (Title III funds) and SDFSC (Title IV funds) co-op at ESC 20 to maximize cost effectiveness.

## Goal 9: Technology

♦ The district was able to enhance it technology needs through the use of Title XIV-SFSF funds and IDEA-ARRA funds. SFSF funds will allow the district to upgrade our infrastructure to meet the needs of online testing demands, continued student management through RSCCC, and library functionality. Life skills classes were in need of touch screens which will be purchased by IDEA ARRA funding.

- To increase efficiency, the district has upgraded its band-width from 3 to 10 mb.
- As stated in Goal 3 –Drop-Out Prevention and Goal 4-Curriculum, the high school is offering more CTE classes aligned with technology such as Engineering Principals, Construction Systems, Intro to Computer Aided Drafting, Infinity Project, and Intro to Media Technology complete with its own new Apple lab.
- Also with the assistance of CTE funds, the district has purchased a Computer on Wheels (COW) that includes 26 computer mobile stations.
- The technology department is also working towards increasing all elementary classrooms with up to 5 computers.
- Devine ISD was also awarded a RUS (infrastructure) Grant in collaboration with three neighboring districts that will enable DISD to implement 3 new distance learning labs that includes electronic field trips and distance learning.
- A dedicated server was provided to McKinstry Energy Project in order to evaluate energy savings for the district. Dedicated servers have also been added for the Compass/Odyssey curriculum and for the CTE video tech class.
- One need that is being reviewed if funding is available, is the need for wireless devices in every classroom.
- Based upon last year's faculty survey, there was a 93% satisfaction rate for technology support.

## Goal 10: Finance

- DISD Superintendent, Linda McAnelly informed the faculty back in January 2009 of the district's inability to meet budget for the 2009-10 school year and that all departments would have to cut back. At that time, the district was waiting on information regarding stimulus and stabilization funds. Without the assistance of ARRA and SFSF, the district would not have met budget and would not have been able to sustain positions for approximately 19 paraprofessionals.
- DISD continues to look at staffing, budget cuts, and competitive grants for the upcoming years without ARRA and SFSF funding.
- The district is also investigating and IFA and EDA allotments in order to assist the district with facility and growth needs.
- As stated in Goal 9, McKinstry Energy was employed to conduct an energy audit and then implement an energy savings project to assist the district in cost savings.
- As stated in Goal 5, Devine ISD conducted finance/budget meetings to determine the best uses for Title I Part A - ARRA and IDEA -ARRA funds. This information was used to set priorities, to allocate available ARRA funding resources, and to direct ARRA funding to areas of greatest need in keeping with saving jobs in order to improve academic success.

<div style="text-align:center">**Section 1**</div>

<div style="text-align:center">**Background Information**</div>

## 1.1 Introduction

House Bill 1041 in the 81st Legislative Session of 2009 calls for a policy to be place in the district improvement plan that addresses sexual abuse of children. Texas Education Code 38.0041 and BQ (Legal) states this plan must include:

- Methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by TEA on prevention of child abuse;
- Actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention; and
- Available counseling options for students affected by sexual abuse.

## 1.2 Purpose

The purpose of this policy is to put procedures in place that may be used by teachers, students, and parents so they may have a clear understanding of their role and function in managing the process of combating child abuse. This policy also attempts to design measures that respect and protect the **rights of learners**, particularly their rights to safety, personal security, bodily integrity, equal treatment and freedom from discrimination, and **especially to create an environment where learners can maximize their opportunity to learn**, free from abuse.

## 1.3 Objectives

The main thrust of this policy document is to manage abuse where the learner is involved. All procedures provided in this document, therefore, have a clear educational focus (prevention, timely intervention, and support). This policy also meets the definition of addressing sexual abuse of children in the district improvement plan as stated in BQ (Legal).

## 1.3.1 Primary objectives:

To provide procedures for:

- The **identification/definition** of abuse in order to increase teacher, student and parent awareness of issues regarding abuse (specifically sexual abuse) of children;
- The **management and disclosure of suspected abuse;**
- Action that a child who is a victim of abuse should take to obtain **assistance and intervention.**

**Identification and Definitions**

**In this policy document, unless the context indicates otherwise, the following definitions apply:**

"**Alleged Employee Offender**" means the employee or educator against whom a complaint has been laid.

"**Alleged Learner Offende**r" means the learner against whom a complaint has been laid.

"**Alleged Other Offender**" means any other person against whom a complaint has been laid.

"**Alleged Parent Offender**" means the parent or guardian or person legally entitled to custody of a learner, including the learner's primary caregiver, who may not legally be deemed to be the learner's parent or guardian, against whom a complaint has been laid.

"**Child abuse**" means any action or inaction which is detrimental to the physical, emotional and developmental well-being of the child. It includes (but is not limited to) neglect, emotional abuse, physical abuse, sexual harassment and sexual abuse.

"**Complainant**" means a learner who has lodged a complaint of child abuse, stalking, intimidation or the breach of an interim or final protection order.

"**Documentation**" includes the following:

- Notes or letters from parents;
- Medical certificates from medical practitioners;
- Notes and letters from the learner;
- Drawings made by the observing employee or educator of injuries on the body of the learner;
- Any other form of information or evidence that could be used to verify the complaint.

"**Emotional Abuse**" means a pattern of degrading or humiliating conduct towards a complainant which may include:

- Repeated insults, ridicule or name-calling;
- Repeated threats to cause emotional pain; or
- Repeated exhibition of obsessive possessiveness or jealousy which is such as to constitute a serious invasion of a complainant's privacy, liberty, integrity and/or security.

"**Intimidation**" means uttering or conveying a verbal or non-verbal threat, or causing a complainant to receive a threat, which induces fear. It includes:

- repeated threats to cause emotional pain, and
- repeated exhibition of obsessive possessiveness or jealousy which is such as to constitute a serious invasion of a complainant's privacy, liberty, integrity and/or security.

"**Neglect**" means any act or omission by a parent or any other person entrusted to care for a learner, which results in impaired physical functioning, impaired physical development, or injury or harm to the learner.

"**Parent**" means the biological, adoptive, foster- or step-parent or the guardian or person legally entitled to custody of a learner, including the learner's primary caregiver (who may legally be deemed not to be the learner's parent or guardian).

"**Physical Abuse**" means any act or threatened act of physical violence which may cause injury or even death to a learner.

"**Referral**" means the activation of the process in which the alleged child abuse will be followed up and the learner will receive support, therapy and/or counselling.

"**Reporting**" means giving all available information obtained from the learner to the appropriate body, either telephonically or by written report.

"**Sexual Abuse**" means any unlawful physical act of a sexual nature and includes indecent assault, sexual harassment, attempted rape and rape.

"**Sexual Harassment**" is unwanted conduct of a sexual nature. The unwanted nature of sexual harassment distinguishes it from behavior that is welcome and mutual. *Sexual attention becomes sexual harassment if:*

- **the behavior is persisted in, although a single incident of harassment can constitute sexual harassment; and/or**
- **the recipient has made it clear that the behavior is considered offensive; and/or the perpetrator should have known that the behavior is regarded as unacceptable.**

**Management and Disclosure Procedures:  Suspected child abuse**

### 3.1.    Information-gathering

There are various reasons why children do not discuss child abuse. It is therefore the duty of the educator to be mindful of the symptoms and characteristics of child abuse and to be able to **identify** them.

> *Note to the educator:*
>
> The following symptoms and characteristics of physical abuse, neglect, sexual abuse, emotional abuse and rape trauma syndrome are provided to help you identify these different forms of child abuse.

| **Physical Abuse** | | |
| --- | --- | --- |
| **Behavior of an adult who abuses children** | **Behavior of an abused child** | **Physical indications of child abuse** |
| • Complains that the child is difficult to control; <br><br>• Little knowledge of child development. Makes unrealistic demands, e.g. expects good bowel control at too early an age; <br><br>• May indicate that child is prone to injuries. Lies about how the child was injured; <br><br>• Gives contradictory explanations about how the child was injured; <br><br>• Inappropriate or excessive use of medical service; <br><br>• Seems unconcerned about the welfare of the child. | • Cannot explain injuries, or gives inconsistent explanations; <br><br>• Absconds; <br><br>• Cringes or withdraws when touched; <br><br>• Babies stare with empty expression, rigid carriage, on guard; <br><br>• Extremely aggressive or withdrawn; <br><br>• Seeks attention from anyone who cares; <br><br>• Extremely compliant, tries to please others; <br><br>• Becomes scared when other children cry; <br><br>• Scared to go home after school. Scared of adults; <br><br>• Normal activities arouse anxiety; <br><br>• Vandalises things. | • Injuries – bruises, cuts, burns, fractures; <br><br>• Various injuries, various degrees of healing; <br><br>• Various injuries over a period of time; <br><br>• Head injuries on babies and pre-school children, e.g. cuts, bruises, burn marks, abrasions which cannot be satisfactorily explained; <br><br>• Injuries such as fractures, abrasions, burns and bruises which cannot be explained; <br><br>• Inappropriate clothing to cover the body. |

| Neglect | | |
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| **Behavior of an adult who abuses children** | **Behavior of an abused child** | **Physical indications of child abuse** |
| <ul><li>Behavior indicates rejection of the child, e.g. child is left in cot or bedroom for long periods of time;</li><li>Ignores the child's loving approaches, refuses to hold the child's hand or hold her or him close;</li><li>Indicates the child is unwelcome;</li><li>Indicates the child is difficult to care for, e.g. the child is "demanding" and "difficult to feed".</li></ul> | <ul><li>Listless and makes few or no demands, e.g. seldom cries;</li><li>Little or no interest in the environment;</li><li>Little or no movement, e.g. lies still in bed;</li><li>Does not react to strangers' attempts to stimulate her or him;</li><li>Shows little fear of strangers, e.g. does not react to them;</li><li>Begs or steals food;</li><li>Continually tired, listless or falling asleep;</li><li>Says that nobody at home looks after her or him;</li><li>Irregular attendance at school;</li><li>Destructive and aggressive;</li><li>Inappropriate clothing, poor personal hygiene, continually hungry;</li><li>Physical and medical needs don't receive attention.</li></ul> | <ul><li>The child does not grow, and/or loses a lot of weight (though this may also indicate under-development. A medical examination is necessary to determine the case.)</li></ul>**The following physical characteristics are often present in neglected children:**<ul><li>Child is pale and emaciated;</li><li>Very little body fat in relation to build, e.g. folds on buttocks; skin feels like parchment owing to dehydration;</li><li>Constant vomiting and/or diarrhoea;</li><li>Developmental milestones not reached within normal age-ranges, e.g. neck still limp at 6 months, cannot walk at 18 months.</li></ul> |

| Sexual Abuse | | |
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| **Behavior of an adult who abuses children** | **Behavior of an abused child** | **Physical indications of child abuse** |
| • Exceptionally protective towards child and jealous;<br><br>• Discourages contact with peer-group when there is no supervision;<br><br>• Acts seductively towards child;<br><br>• Indicates that the spouses have marital problems;<br><br>• Abuses alcohol and/or drugs. | • Sexual play with self, others and toys;<br><br>• Sexual vocabulary and/or behavior not age-appropriate;<br><br>• Drawings or descriptions with sex theme not age-appropriate;<br><br>• Strange, sophisticated or unusual sexual knowledge, e.g. flirtation;<br><br>• Promiscuity and/or prostitution;<br><br>• Continual absconding;<br><br>• Fear of seduction by members of the opposite sex;<br><br>• Unwilling to participate in certain activities;<br><br>• Sudden deterioration in school progress;<br><br>• Poor relations with peers;<br><br>• Withdrawal, fantasising, uncommonly childish behavior;<br><br>• Crying without provocation;<br><br>• Depression, attempted suicide. | • Pain or unusual itching of genitals or in anal area;<br><br>• Torn, stained or bloodstained underwear;<br><br>• Pregnancy;<br><br>• Injuries to genitals or anal area, e.g. bruises, swelling or infection;<br><br>• Sexually transmitted diseases;<br><br>• Difficulty in sitting or walking;<br><br>• Regular urinary infection;<br><br>• Throat irritations and/or soreness or mouth sores owing to forced oral sex. |

| Emotional Abuse | | |
|---|---|---|
| **Behavior of an adult who abuses children** | **Behavior of an abused child** | **Physical indications of child abuse** |
| • Blames the child for own problems and disappointments – child is seen as a scapegoat;<br><br>• Continually expresses negative feelings about the child to other people and the child;<br><br>• Conduct towards the child expresses continual rejection;<br><br>• Withholds herself or himself from verbally or behaviorally expressing love to the child;<br><br>• Continually trying to bribe, influence or terrify the child;<br><br>• Continually trying to isolate the child, e.g. by prohibiting contact inside and outside the family. | • Aggression, depression or extreme withdrawal;<br><br>• Extreme compliance; too well-mannered, too neat, too clean;<br><br>• Extreme attention-seeking;<br><br>• Extreme control when she or he plays – suppresses own feelings. | • Enuresis (bedwetting) and/or encopresis (soiling) for which there is no physical cause;<br><br>• Continual psychosomatic complaints, e.g. headache, nausea, stomach pain;<br><br>• Child does not grow and develop according to expectations. |

*Note to the educator:*

- Any information to do with child abuse is confidential and must be handled with great discretion.

- The reporting and investigation of child abuse must be done in such a way that the safety of the learner is ensured.

- Justice must not be jeopardized, but at the same time the support needed by the learner and her or his family must not be neglected.

**3.1. Management procedures when child abuse is suspected by the educator:**

1. **Educators should refer to FFG (EXHIBIT)** *Notice of employee Responsibilities for Reporting Child Abuse and Neglect* which gives guidelines for reporting suspected child abuse or neglect. Other applicable District policies include FFG (LEGAL), GRA (LEGAL) and (LOCAL) and DH (LOCAL) and (EXHIBIT).

   As stated in FFG (EXHIBIT):

2. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS)

3. Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

4. Reports may be made to the following:
   - A law enforcement agency :Devine Police Department at (830) 663-4403;
   - The child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at www.txabusehotline.org; or
   - If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

5. However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Probation Commission as a report of suspected abuse or neglect in a juvenile justice program or facility.

6. Reporting suspicion to a school counselor, principal, or to another school staff member does NOT fulfill one's responsibilities under the law. Furthermore, the District cannot require an employee to report your suspicion to a school administrator.

**The following information is a sample of the kind of data that will need to be reported to CPS or another agency.**

1. **THE COMPLAINANT'S DETAILS:**
   - Name in full
   - Age
   - Sex
   - Present grade
   - Home address and telephone number
   - Details of parents or caregiver

2. **THE NATURE OF THE INCIDENT:**
   - What did the alleged offender say to the complainant?
   - What action did the alleged offender take against the complainant?
   - Where did the alleged offender touch the complainant?
   - Did the alleged offender threaten the complainant?

- What did the complainant say or do during the incident?

3. **WHEN AND WHERE THE INCIDENT(S) TOOK PLACE:**

- The date(s) when the incident(s) occurred;
- The time(s) when the incident(s) occurred;
- The place(s) where the incident(s) occurred.

4. **THE CIRCUMSTANCES SURROUNDING THE INCIDENT:**

- Were there any other people present at the time of the incident?
- Were there any other people who were in the surrounding area who might have witnessed the incident?
- If there were witnesses, get their full particulars, i.e. for each:

   o Full name
   o Home address and telephone number
   o Age, sex and present grade

- If the complainant does not know these details, ask her or him the following:

   o What were the physical attributes of the witness?
   o Sex and approximate age and height of the witness?
   o Did the witness have any distinguishing features?

5. **HOW DID THE COMPLAINANT EXPERIENCE THE INCIDENT?**

- How did the complainant feel at the time of the incident?
- Record the complainant's feelings in her or his own words.
- How is she or he feeling now?
- Is she or he experiencing any physical or psychological symptoms, and if so what are these symptoms?
- Write down the words that the complainant uses to describe the incident.

6. **FIRST DISCLOSURE BY THE COMPLAINANT:**
- Has the complainant related the details of the incident to anyone?
- If so, obtain the following details:

   o Full name;
   o Home address and telephone number;
   o Age and sex;
   o Nature of the person's relationship to the complainant.
   o Has the complainant reported the incident to any other agency?
   o If so, obtain the following details:

      . The case number;
      . The name of the police station and the investigating officer;
      . The date on which the incident was reported;

7. **DETAILS OF THE ALLEGED OFFENDER:**

- The full name of the alleged offender;
- Her or his position at the institution;
- If the complainant does not know these details, ask:

   o What were the physical attributes of the alleged offender?
   o What were her or his sex and approximate age and height?
   o Did she or he have any distinguishing features?

**Assistance and Intervention**

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Disclosure of sexual abuse may be more indirect than disclosures of physical abuse, and once a child does confide such abuse, it is important for the adult to remain calm, comforting, and reassure the child that he/she did the right thing in disclosing the information.

The campus principal, nurse, or school counselor will provide information regarding counselling options available in the area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counselling programs.

To find out what services may be available in the area, see:
http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:
Child Welfare Information Gateway at
http://www.childwelfare.gov/can/types/sexualabuse/index.cfm
http://www.tea.state.tx.us/index.aspx?id=2820
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).