

DEVINE INDEPENDENT



SCHOOL DISTRICT IMPROVEMENT PLAN 2010-11

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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, Secretary
Carl Brown, Trustee
Henry Moreno, Trustee
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DISTRICT ADMINISTRATION

Linda McAnelly, Superintendent
Tim Coyle, Curriculum Director/Testing Coordinator
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

Tim Coyle

Curriculum Director/Testing Coordinator

Glenda Allen

Administrative Rep/Special Prog./Personnel

Ricky Rodriguez

Special Education Director

Intermediate Rep

Chairperson

Middle School Rep

Co-chairperson

Elementary Campus

Melanie Sostarich

Scott Sostarich

Cassandra Eads

Missy Solbrig

Christie Bean

Robyn Wheeler

Alison Brown

Joe Navarro

Jamie Ratliff-Parent Rep

Kerrie Harrell-Parent Rep

Middle School Campus

Mandy Cross

Steve Anderson

Dawn Schneider

Rosanne Lopez

John Rotramel

Beverley Crain

Terrie Barron

Rebecca Meek

Shannon Rangel-Parent Rep 1

Nancy Briscoe-Parent Rep

Community Representatives

Betty Caldwell

TBD

Barbara Moore-Driscoll Public Library

TBD

Intermediate Campus

High School Campus

Business Representatives

Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

- DISD AEIS Report
- TEAs AYP Report
- PBMAS Report

Findings/Analysis

Strengths	Needs
Stable student populations Small LEP populations Good attendance rate Low dropout rate compared to state and region Teacher retention rate – high experience rate	More programs for Eco Dis students Strengthen participation SAT/ACT prep programs (especially Eco Dis students) Incentive for Highly Qualified teachers Increase beginning to 10 year teacher salaries Increase value per pupil Need more local businesses to build district tax base. High numbers of ages 3-5 not in LRE (PBM report - intervention)

Summary of Needs

- The committee feels that DISD has a large Special Education population but when looking at the AEIS Report, we discovered that Devine has a special education rate of 10.4% is just slightly above the state average of 9.4%
- According to the AEIS Report, DISD has a secondary class average of 17.9%. This is lower than the state average of 20.34%.
- However, upon closer examination we found that although our average class size is below that of the state, most core classes at the secondary level have a higher enrollment than the class average.
- Monitor number of 3-5 age group in Special Education.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

- PBMAS
- AEIS Report
- PEIMS Report
- AYP
- TAKS data
- TELPAS and AMAO results

Findings/Analysis

Strengths

English and Social Studies TAKS Scores

Fifth Grade TAKS Scores

Meeting the need of all students through supplemental materials such as;C-Scope, Study Island, Compass, Lexia and Plato

RTI program for at-risk students

Flex year program for at-risk students and enrichment for successful students

Met AYP – for 2008-09

3/4 of students graduate at the recommended or distinguished achievement plan

Curriculum coordinators
strong teacher created curriculum, assessments and benchmarking program

Needs

Monitor Special needs students in all curricular areas and in TAKS tested areas

Higher expectations and standards for academic rigor

Dual Credit programs taught on campus

All campuses receive a Recognized status or above

All sub groups will meet or exceed the passing standard according to TEA

Increase the graduation percentage for economically disadvantaged students

Missed AYP in Sp. Ed. Read/ELA = Math (2009-2010)

AYP standards increase in 2010-11

Summary of Needs

- Our district has a comprehensive vision for the delivery of quality instruction that will assure the success of student achievement.
- This achievement will be attained through a high quality, rigorous curriculum that is researched based with proven results. Supplementary programs such as C-scope, Study Island, Compass, Plato and Lexia will also help our student achievement.
- The RTI program and tutorials will also assist students who are at risk.
- Our staff will continue to monitor our district's achievement using the following data sources PBMAS report, AEIS report, PEIMS report, AYP, TAKS results and TELPAS and AMAO results.
- Concentrate on areas of need to meet AYP standards.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

- AEIS
- PEIMS 425 Report
- TEA Adequate Yearly Progress District Data Table
- End of Year Faculty Survey
- Parent Survey

Findings/Analysis

Strengths

DMS decreased in incidents considered non-violent over the past 3 school years

Safety Audit was positive

Phones in all classrooms

Student Drug Testing

Graduation Rate increased 82%-86% from 2007-2008

98.8% of teachers claim that they enjoy teaching at Devine ISD.

87.9% of teachers feel that there is a great deal of cooperation among faculty members on their campus.

99.4% of teachers feel that their campus provides students and teachers a safe and orderly environment for teaching and

Needs

Surveillance camera issues need to be addressed at all campuses.

Find ways to encourage parents to share ideas with campus staff for school improvement.

Review the parent survey, and address all needs because parent satisfaction has consistently declined over the past 3 years.

Address the needs of providing counseling services and support for at-risk students. End of year faculty survey only showed a 76% satisfaction rate.

Provide training to Administrators and staff on the issues of Bullying and Harassment.

learning.

95.7% of teachers feel that their school's facilities are well-maintained and make it an inviting place to teach and learn.

Phones in all classrooms

Summary of Needs

- Surveillance cameras issues need to be addressed at all campuses. Both the MS & HS campuses need additional cameras to expand coverage. Surveillance camera software issues need to be addressed so administrators can effectively view them in a timely manner.
- Bullying/Harassment training needs to be provided to all staff and programs need to be implemented to educate students.
- The secondary campuses need to find more time/availability for counselors to address the needs of at-risk students. This could be accomplished by hiring an additional counselor, or reducing some of their current job responsibilities which would allow more time for counseling services.
- The district and all campuses need to review the parent survey and develop a plan to address the issues/concerns of the parents. The satisfaction rate of parents has dropped on almost every question during the past 3 years.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

- Highly Qualified Report
- NCLB Compliance Report
- 2008-09 Faculty Survey

- 2008-09 AEIS Student/Teacher Ratio and Student Performance
- DIP-Recruitment and Retention Plan
- Staff Development Agenda-August '09
- Mentor/Mentee Survey
- 360 Walk Through Criteria

Findings/Analysis

Strengths

100% HQ Teachers & Paraprofessionals
 Implementation of School Recruiter-Online Application System
 Mentoring Program & Contracted Services
 Multiple and Ongoing RTI Staff Development
 Incorporated 360 Walkthrough training and CScope Training
 District-Recognized Rating
 Intermediate School-Recognized Rating
 High School-Nationally Recognized Blue Ribbon School
 Faculty Survey-All indicators above 88%, 98% enjoy teaching in DISD
 Faculty Survey-98% feel they are offered adequate professional growth opportunities

Needs

Incentives for critical areas (math, science, special ed, ESL)
 Clarification on attendance policies
 Staff Development for drop out/at-risk 76%
 Funding for personnel-using M&O for personnel rather than I&S purposes.
 Funding for personnel dependent on ARRA and SFSF funds in order to save jobs.

Summary of Needs

- All campuses had 100% highly qualified teachers (info in website) and paraprofessionals.
- The district has implemented an online application system to make access easier for applicants and for administrator review.
- Implementation and follow-up/continued training of 360 Walkthrough and CScope will continue to assess the effectiveness of classroom instruction.
- For the first time, Devine ISD is a recognized district, the Intermediate School was also recognized and the High School is a National Blue Ribbon School. These three awards assist in retaining and recruiting highly qualified personnel.
- Again, the faculty survey showed high teacher satisfaction in DISD w/ all indicators above 88%. 98% enjoy teaching in Devine, and 98% feel they are offered professional growth opportunities.
- District and contracted support for first and second year teachers continue to help retain and grow good quality teachers.
- Financial needs for personnel are the main factor in attracting and maintaining personnel. Dependency on federal ARRA and SFSF funds, use of I&S for M&O purposes, and inability to offer incentives for high needs areas all play a major role in staffing issues for the future.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

- C Scope
- TPRI
- ITBS
- STAR Testing
- Common Assessments/Benchmarks

Findings/Analysis

Strengths

C Scope meets federal standards
 K-12 alignment for core subject areas
 Interventions for students who need them
 Compass Odyssey @ ES; Plato @ MS, HS
 Literacy Closet @ ES, IS
 Assessments allow for identification of student needs; RtI
 Assessments allow teachers to target strengths/weaknesses

Needs

Teacher training for C Scope
 Calendar of Expectations vs Reality of Time
 New ELA Adoption and Training
 Examine GT program
 Funding for C Scope curriculum supplies

Summary of Needs

- Our staff will continually evaluate and monitor students' strengths and weaknesses to include assessments from, but not limited to TAKS, ITBS, TPRI, weekly assessments (C Scope), benchmarks, etc.
- We will develop teacher training to be provided by staff from DISD, ESC 20, and other outside resources.
- DISD staff will examine the process of testing, identifying, and then servicing GT students.
- All core curriculum teachers will need continued training in using the C Scope curriculum in order to implement it well.
- C Scope was introduced in 2009-2010 and will be integrated in more areas and grade levels in 2010-2011.
- Curriculum coordinators will continue to meet to assess its success and how student's needs are being met.
- All campuses will need funding to fully implement the curriculum. For some lessons, the supply list is quite extensive.
- Teachers will need training on the new reading adoption.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

- Newsletters
- Handouts/flyers from PLN
- Title I Parent Compact
- Annual Review agenda from PLN
- Current Campus Plans
- Newspaper
- District Calendar Events
- Sign-in sheets from campus events

Findings/Analysis

Strengths

Communication in a variety of ways
 Compassionate community and businesses
 Parent Learning Network (PLN)
 Good Top Management
 Variety of opportunities for parental involvement such as
 Math/Science Night, Meet the Teacher Night, Open House, etc.
 Donations for AR and Award Programs from businesses
 FCCLA involvement with students
 Kinder Thanksgiving Feast
 PreK Five-a-Day parade
 Active PTO
 ESL Classes
 Athletic Orientations
 Meet the Teacher Nights
 Open House
 Local scholarship program
 DHS College Fair
 DMS Veterans Day Program
 Fine Arts Performances

Needs

Make website bilingual
 More parent involvement in PTO
 Training for parent volunteers
 Parent/community liaison/social worker
 Monthly Reading Night
 Incentives for Parents
 Send monthly calendars to listserv
 Put secondary schedules on websites, listserv

Summary of Needs

- The community of Devine is quite generous with its resources.
- Even though it is a relatively poor community, the business owners are very generous and help us fund our AR program and our semester and six-week award programs.
- PLN does some great work with parents and teaching parenting skills to those who participate.
- PTO is quite active and helps with field trips, special assemblies, and other things at this campus.
- We do, of course, have needs. A very few moms run PTO; we would like more parental involvement.
- We would like more volunteers. We will investigate the possibility of a reading night.
- A great need is for a social worker at the elementary campus. We know that will not happen, but it is a great need.
- We could do a better job of including parents by using our listserv at each campus to send monthly calendars, schedules, etc.; thus, encouraging attendance at these events.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

- DEIC MINUTES
- AEIS
- FACILITY SURVEYS
- BUDGET FOR 09-10 & 10-11
- BUDGET & STATE OF DISTRICT POWER- POINT PRESENTATIONS
- FACULY/PARENT SURVEYS
- PEIMS DISCIPLINE
- ITBS/TPRI DATA
- DISD BOND/FACILITIES REPORTS

Findings/Analysis

Strengths

MET FISCAL NEEDS FOR 09-10
 AWARENESS OF FISCAL NEEDS 10-11
 STAFF ALIGNED WITH BUDGET
 ON-GOING WALKTHROUGH VISITS

Needs

ADDITIONAL REVENUE SOURCES
 STATE/FEDERAL ASSISTANCE FOR BUDGET
 ALIGN STAFFING WITH STUDENT #S; REDUCE
 STAFF ABOVE STATE
 CONTINUE STAFF TRAINING IN RTI

STAFF LESSON PLANS ALIGNED K-12 (C-SCOPE)

ADMIN TEAM CLOSELY ALIGNED

CAMPUS/DISTRICT COORDINATION OF
TRAINING/EXPECTATIONS (agendas)

COMMUNITY/STAFF COMMUNICATION through email,
Devine News, etc.

NEW/IMPROVED FACILITIES/ENERGY PLAN

LEADERSHIP TRAINING (360)

RENOVATE ANY REMAINING CLASSROOMS

PROVIDE PARENTS WITH MORE INFO ON STAFF
TRAINING

PROVIDE MORE NEW COVERAGE OF DISD

REVAMP SCHEDULES FOR BETTER USE OF
FACULTY

MORE INPUT FROM PARENTS*

Summary of Needs

- The district/campuses should address parent survey issues/concerns as part of their campus work each August. Satisfaction has dropped over the past 3 years..
- The district should continue to lobby for and seek more funding to assist fiscal needs.
- The district needs more training for leadership teams, staff on K-12 alignment, C-scope, RTI, walkthrough expectations, high yield strategies, etc.
- DISD needs on-going facility improvements; parking lot improvements; etc.
- DISD needs more parental communication on staff training, K-12 alignment, etc.
- DISD needs a more effective way to communicate with "hard-to-reach" parents.
- All campuses need to review staffing ratios to better use staff & budget.
- DISD needs to obtain more grants & find more cost-savings programs.
- Our goal is to provide more college-credit classes to our high school students with a desire to provide up to 60 hours credit while still in high school. Also our goal is for all campuses to reach Recognized status, and the staff/administration will continue to benchmark, review data, and tailor instruction to help all students meet that goal through passing the state assessment tests.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability

- Special Program
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

- Administrators
- Teachers
- Students

Findings/Analysis

Strengths

Ongoing update to system
 computers replaced in a logical order HS>MS>ELEM
 LCD Projectors added on all campuses.
 Expanded Wireless Access
 Most teachers are comfortable with their proficiency but indicated a need for additional training.
 Students are familiar with educational resources accessible on websites.

Needs

Consider public access to computers on a regular basis.
 Minimize down times.
 Add/Replace Printers
 Upgrade faster access at the elementary campus.
 On-going staff development on equipment/programs technology perhaps by Elementary/Secondary.
 Make teacher’s email addresses and phone extensions available to parents.
 Additional smart boards.

Summary of Needs

- Reduce Internet Downtimes
- Although all campuses have access to broadband internet there are ongoing issues pertaining with internet downtimes. Because teachers often plan to incorporate the subject related websites into their lessons the reliability of the district's internet is a high priority to staff.
- Improve/upgrade system to provide campuses with equal access to internet.
- The current structure of the district's internet system appears to be effected by the number of users actively logged on at the high school campus this not only limits or delays access to the internet on other campuses, often making the system slow or non responsive.
- Add or replace printers in classrooms.
- Provide more frequent useful staff development training on new equipment and programs.

July 2010

Page 1

TEXAS EDUCATION AGENCY
2010 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE
DISTRICT NUMBER: 163901

District Rating: Recognized

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.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2010				2009			Required Improvement			
	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%/80%/90%)											
All Students	1,027	1,151	89%	100%	1,013	1,147	88%		1		
African Amer	*	*	83%	*	*	*	> 99%		*		
Hispanic	581	670	87%	58%	543	642	85%		2		
White	435	469	93%	41%	457	492	93%		0		
Econ Disadv	544	642	85%	56%	476	566	84%		1		
Writing (70%/80%/90%)											
All Students	238	269	88%	100%	242	262	92%		-4		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	136	155	88%	58%	145	158	92%		-4		
White	97	109	89%	41%	95	102	93%		-4		
Econ Disadv	141	164	86%	61%	133	144	92%		-6		
Social Studies (70%/80%/90%)											
All Students	359	376	95%	100%	348	376	93%		2		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	94%	57%	179	199	90%		4		
White	153	158	97%	42%	165	172	96%		1		
Econ Disadv	*	*	95%	44%	148	169	88%		7		
Mathematics (60%/80%/90%)											
All Students	912	1,144	80%	100%	860	1,143	75%		5		

African Amer	*	*	67%	*	*	*	60%		7		
Hispanic	505	661	76%	58%	440	639	69%	Yes	7	6	Yes
White	397	471	84%	41%	410	492	83%		1		
Econ Disadv	474	633	75%	55%	387	564	69%	Yes	6	6	Yes
Science (55%/80%/90%)											
All Students	400	495	81%	100%	383	486	79%		2		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	213	286	74%	58%	197	267	74%	Yes	0	**	No
White	182	204	89%	41%	183	215	85%		4		
Econ Disadv	184	254	72%	51%	162	225	72%	Yes	0	**	No

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.

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

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
20	1	5	N/A	N/A	N/A

July 2010

TEXAS EDUCATION AGENCY
2010 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: DEVINE
DISTRICT NUMBER: 163901

District Rating: Academically Acceptable

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	131	2	135	97.0%	100%	130	145	89.7%		7.3		
African Amer	*	*	*	*	1%	0	0	*		*		
Hispanic	59	2	62	95.2%	46%	61	72	84.7%		10.5		
White	71	0	72	98.6%	53%	68	72	94.4%		4.2		
Econ Disadv	48	0	49	98.0%	36%	52	60	86.7%		11.3		

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

Completion data not evaluated for your accountability rating due to small numbers or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.8%)

	2008-09				2007-08			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	323	0.3%	100%	1	297	0.3%		0.0		
African Amer	*	2	*	1%	*	2	*		*		
Hispanic	0	186	0.0%	58%	1	148	0.7%		-0.7		
White	1	133	0.8%	41%	0	145	0.0%		0.0		
Econ Disadv	0	167	0.0%	52%	1	143	0.7%		-0.7		

Dropout data not evaluated for your accountability rating due to small numbers or no data.

TEXAS EDUCATION AGENCY
Adequate Yearly District Data Table

Preliminary 2010 AYP Results

District Name: DEVINE (163901)

Status: Missed AYP - Reading (Performance) and Mathematics (Performance)

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	ECON. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 73%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	829	*	473	348	464	68	28	n/a
Number Tested	955	*	565	381	560	109	37	29
% Met Standard	87%	*	84%	91%	83%	62%	76%	n/a
Student Group %	100%	*	59%	40%	59%	11%	n/a	3%
Performance Improvement/Safe Harbor								
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
Change in % Met Standard	0	*	0	0	-2	1	0	
Improvement Required						4		
2009-10 AYP Proficiency Rate including Growth								
Met Standard of TPM	895	*	518	369	519	76	34	
Number Tested	955	*	565	381	560	109	37	
% Met Standard of TPM	94%	*	92%	97%	93%	70%	92%	

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 2010 AYP Results

District Name: DEVINE (163901)
Status: Missed AYP - Reading (Performance) and Mathematics (Performance)
2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	ECON. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 67%)								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	766	*	435	323	428	61	27	n/a
Number Tested	955	*	564	382	560	109	37	29
% Met Standard	80%	*	77%	85%	76%	56%	73%	n/a
Student Group %	100%	*	59%	40%	59%	11%	n/a	3%
Performance Improvement/Safe Harbor								
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
Change in % Met Standard	6	*	9	2	7	4	-1	
Improvement Required						5		
2009-10 AYP Proficiency Rate including growth								
Met Standard of TPM	830	*	477	344	474	64	31	
Number Tested	955	*	564	382	560	109	37	
% Met Standard of TPM	87%	*	85%	90%	85%	59%	84%	

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 2010 AYP Results

District Name: DEVINE (163901)

Status: Missed AYP – Reading (Performance) and Mathematics (Performance)

2010-11 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%)								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	*	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	589	*	*	*		27
Total Students	*	*	592	*	*	*		30
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		90%
Participation: Mathematics (AYP Target: 95%)								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	*	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%

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 2010 AYP Results

District Name: DEVINE (163901)

Status: Missed AYP - Reading (Performance) and Mathematics (Performance)

2010-11 School Improvement Program Requirement: None

Four-Year Longitudinal Cohort	All Students	African American	Hispanic	White	ECON. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2009 (AYP Target: 75%)								
Graduates	125	*	53	71	46	15	*	0
Number in Class	135	*	62	72	49	19	2	0
Graduation Rate	92.6%	*	85.5%	98.6%	93.9%	78.9%	*	-
Student Group%	100%	1%	46%	53%	36%	14%	n/a	0%

Graduation Rate Class of 2008 (Safe Harbor or Improvement of 1.0)

Graduates	125	0	59	65	49	17	*	1
Number in Class	145	0	72	72	60	20	2	1
Graduation Rate	86.2%	-	81.9%	90.3%	81.7%	85.0%	*	100%
Change 2008 to 2009	6.4	*	3.6	8.3	12.2	-6.1	*	*
Safe Harbor Target	0.4	-	0.8	0.0	0.8	0.5	-1.0	

Five-Year Longitudinal Cohort (AYP Target: 80%)

Class of 2008 Five-Year Graduation Rate

Graduates	129	0	60	68	51	18	*	1
Number in Class	143	0	70	72	58	20	2	1
Graduation Rate	90.2%	-	85.7%	94.4%	87.9%	90.0%	*	100.0%

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year. The 2010 AYP graduation rate safe harbor targets are provided for all student groups regardless of their use for safe harbor calculations.

TEXAS EDUCATION AGENCY
Adequate Yearly District Data Table

Preliminary 2010 AYP Results

District Name: DEVINE (163901)

Status: Missed AYP - Reading (Performance) and Mathematics (Performance)

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	ECON. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	-	+	+	+	%	-
Performance: Math	+	-	+	+	+	%	-
Participation: Reading/ELA	+	-	+	+	+	+	-
Participation Math	+	-	+	+	+	+	-
Other: Graduation Rate	+						
Other: Attendance Rate	-						
Graduation Rate	86.2%	-	81.9%	90.3%	81.7%	85.0%	*

+ 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

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2010-2011**

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 2010 Spring 2011	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 2010	Signed compacts receipts of SCC and handbooks on file.
4. Provide opportunities for parent/teacher contact and conferences at the beginning and throughout 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
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 Local 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	Dir.Spec.Prog/Personnel	September 2010- April 2011	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 2010-June 2011	Class schedules
9. Promote parental/community participation in Community Education Program, ESL.	Local	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 2011 Spring 2011	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 2010 March 2011 June 2011	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 2011	Flex Year Attendance

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
14. Provide opportunity for student nomination for G/T by parents, teachers, and self.	Nomination forms Pre AP/AP Subjects Dual enrollment 12 th grade	GT Instructor Counselor Teachers at Elementary and Secondary	October 2010- March-2011	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 Printing budget G/T Parent surveys	G/T staff Asst. Sup of C&I Principals	December 2010- June 2011	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 G/T surveys	G/T staff Principals	August, September, December 2010- June-2011	Copies of policies to parents Surveys on file District and campus achievement plans
17. Include parents as equal partners in education of students with disabilities.	Local State, Federal Printing budget G/T Parent Surveys	Spec. Ed. Director Special Ed. Director Diagnosticians Principals Speech therapists	August 2010-June 2011	Parents' signatures on IEP's developed at the annual review Signatures at parent meetings
18. Provide parents with procedural safeguards regarding special education services.	Local State Federal Printing budget	Spec. Ed. Director Special Ed. Director Diagnosticians Speech therapists Principals Teachers 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 District web-site Newsletters	Principals Asst. Principals Counselors Librarians	September 2010- June 2011	Sign- in sheets for volunteers SBDC and DEIC
20. Provide parents campus and district information through district website, parent list serve, and monthly event calendars.	District web-site Local The Stampede	Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist	August 2010-June 2011	Parent Survey
21. Provide parents with names of SBDM and DEIC parent representatives and contacts.	District web-site The Stampede Newsletters	Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist	August 2010- June 2011	Parent Survey

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
22. Provide training for parents to assist children in communication skills and responsible behaviors through the PLN curriculum.	Title I Parent Learning Network Curriculum	PLN Team	Fall 2010 and Spring 2011 meetings (day & evening meetings)	Sign-in sheet, training topics, evaluation forms, parent survey
23. Provide information on issues relating to drugs/violence. Provide keynote speaker on bullying and its effects on children. – Open to the public.	Title I Parent pamphlets for prevention of drug abuse, gangs, and bullying Student handbooks/newspapers Random Drug Testing Policy Title IVA	Designated staff Dir.Spec.Prog/Personnel Counselors Principals Asst. Principals C?O Administrators	August 2010- June 2011	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 2011- 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	High School & Middle School Counselors HS-AP of C&I	March - February 2011	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 2010- June 2011	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 2010	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 2010- June 2011	Improved survey results
29. Implement parent notification system, SchoolMessenger, to notify parents of important events/changes, progress reports, attendance, emergency notifications, etc...	Local	Dir.Spec.Prog/Personnel Principals PEIMS clerks	August 2011-June 2011	Improved survey results Attendance data

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2010-2011**

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 2011 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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

The percent of all students (summed across grades 3-8 and 10) passing tests will maintain or exceed the state/federal (AYP) average in 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 in 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

The percent of White students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average in 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2010-2011.

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 2008-2010

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 2010-2011.

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 2008-2010 (54%) will maintain or exceed the national average percentile of 50% in 2010-2011.

The math total for kinder students in 2008-2010 (65%) will maintain or exceed the national average percentile of 50% in 2010-2011.

The reading total for 1st grade students in 2008-2010 (63%) will maintain or exceed the national average percentile of 50% in 2010-2011.

The math total for 1st students in 2008-2010 (58%) will maintain or exceed the national average percentile of 50% in 2010-2011.

The reading (word analysis) total for 2nd grade students in 2008-2010 (60%) will maintain or exceed the national average percentile of 50% in 2010-2011.

The math total for 2nd grade students in 2008-2010 (63%) will maintain or exceed the national average percentile of 50% in 2010-2011.

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, CScope for all core subjects.	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 2011.	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 Local Grants AEIS-IT AWARE	Support Personnel Asst. Sup of C&I APs of C&I	August 2010 –July 2011	Completed and approved application
4. Process migrant records and identify students.	Region XX Service Center	Dir.Spec.Prog/Personnel	August 2010 –July 2011	Data entry specialist logs Reports ESC XX
5. Conduct Pre-Kinder/Kindergarten Round up.	District	Principal Support staff	June 2010-June 2011	Enrollment
6. Investigate offering GED evening classes to encourage students to attend and graduate instead of withdrawing from school.	High school classroom Designated campus Local	Dir.Spec.Prog/Personnel Counselors Teachers	September 2010-April 2011	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 2010 – June 2011	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 APs of C&I	Each six week reporting period September - April	Counselor reports/logs Six weeks grades Test results
9. Provide an extended year program for At-risk students in grades PK-12.	SCE OEYP ARI/AMI	Dir.Spec.Prog/Personnel Assigned Staff Principals	June 2011	Attendance documentation for enrolled students TAKS Standards Academic Standards
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 SCE Title I	Dir.Spec.Prog/Personnel Spec. Ed. Director	August 2010 – June 2011	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 Title I	Dir.Spec.Prog/Personnel Campus Principals APs of C&I Asst. Sup of C&I	August 2010 – June 2011	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 SCE	Elementary and Intermediate Principals Staff	August 2010 – June 2011	Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests
13. Train students on the use of electronic media for research, bibliography, and accelerated reader.	State As needed on site by teacher request to librarian initiative	Teachers Librarians	August 2010 – June 2011	Campus library records Lesson plans 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 Principals G/T teachers	August 2010 – June 2011	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 Region 20	Asst. Sup of C&I Principals G/T Teachers	September 2010 and March 2011	G/T scope and sequence (K-12) 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 Principals G/T Teachers	August 2010 – June 2011	Purchase orders Resource lists
17. Update the district dyslexia plan to include emphasis on the four phases of the program as described by TEA.	Materials Local SCE	Dir.Spec.Prog/Personnel Campus Dyslexia Coordinators	August 2010 – June 2011	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 Campus Dyslexia Coordinators Local Academy of Reading	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2010 – June 2011	Class lists of students served
19. Provide information on accommodations for dyslexia students at each campus.	Local Materials SCE	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2010 – June 2011	Sign-in forms Agenda 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 Materials SCE SSIG Lexia	Dir.Spec.Prog/Personnel Campus Dyslexia Coordinator Counselors	August 2010 – June 2011	Class lists of all students who have been served
21. Provide after-school tutorial program for at-risk students.	Principals Teachers SCE	Principals Dir.Spec.Prog/Personnel Assigned teachers	September 2010 – June 2011	Payroll records Evaluation reports Benchmarks
22. Inform teachers of behavior management and instructional modification strategies at all campuses.	ARD Committee	Counselors Diagnosticians Psychologists Teachers	August 2010 – June 2011	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 Teachers	Spec. Ed. Director Counselors Principals Teachers	May 2011 Following annual review	PEIMS data PBMAS report
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 credit enrollment.	G/T budget AP Materials Dual credit materials	G/T teachers AP teachers Principals Counselors	August 2010 – June 2011	Survey results List of offerings 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 Asst. Sup of C&I Counselors	October 2010 – June 2011	Records of nominees on each campus 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 G/T Teachers Asst. Sup of C&I Counselors	October 2010 – June 2011	List of committees on file Personnel files

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 2010 and March 2011	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 2010 – June 2011	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 2011	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 2010 – June 2011	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 2010– June 2011	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 2010– June 2011	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 2010– July 2011	Timelines met
34. Provide necessary staffing to meet needs of special needs students.	PPOG Federal rules and regulations	Spec. Ed. Director	August 2010– July 2011	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 2010– July 2011	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 2010– July 2011	Students being served in special education.
37. Provide Preschool Program for children with Disabilities.	Special Education State Federal	Spec. Ed. Director Special Education Staff	August 2010- June 2011	Special Education Testing Informal teacher observation

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
38. Use the Waterford Early Reading Program to provide an array of learning opportunities for Kinder that emphasize content in Reading Skills.	Local	Asst. Sup of C&I Kinder Staff	August 2010- June 2011	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 2010- June 2011	Recommended diplomas
40. Maintain class size according to School FIRST.	Title II –A Local (School Financial Integrity Rating System of Texas)	Principals	August 2010- June 2011	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 Title I	Asst. Sup of C&I APs of C&I Principals Counselors Teachers	September 2010- June 2011	Benchmark and TAKS scores
42. Provide accelerated instruction for 3 rd through 12 th graders who do not pass a portion of the TAKS test .	SSIG Curriculum TAKS Practice Resources Local Flex-Year	Dir.Spec.Prog/Personnel Principals Teachers Renee Dougherty	March – July 2011	TAKS scores
43. Provide accelerated instruction for students in grades K-5 for students who may be at-risk of reading/math difficulties, including dyslexia.	ARI/AMI	Dir.Spec.Prog/Personnel Principals Interventionist	October 2010-June 2011	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.	Local Title I	Asst. Sup of C&I K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals	August 2010-June 2011	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 2010- June 2011	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 2010-July 2011	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 2010-June 2011	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 2010-September 2011	Completed Strategic Plan that includes evaluation for each activity. Special Ed. Survey
49. Evaluate and modify 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 2010- June 2011	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.	Local	Librarians Principals APs of C&I Teachers	August 2010- June 2011	POs for purchasing books and computers Documentation/log-in of teacher/student library use.

**DEVINE INDEPENDENT SCHOOL DISTRICT
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Goal 3: **DROPOUT PREVENTION:** Through enhanced dropout 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 dropouts in grades 7-12 in the district will decrease.
 The percent of Hispanic dropouts in grades 7-12 will decrease.
 The percent of White dropouts in grades 7-12 in the district will decrease.
 The percent of Economically Disadvantaged dropouts in grades 7-12 in the district will 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	Principals/APs of C&I Teachers Counselors	August 2010- June 2011	Attendance list Tutorial schedules Payroll time cards Test results
2. Provide career awareness of other post-secondary options besides college (technical schools, etc.)	Local Career Day for PreK – 12 FCCLA AG classes Volunteers-Community Internet-research careers ESC 20-COW (Careers On Wheels) Vet Tech, Engineering, Architectural Drafting Digital Media Pharm. Tech	Counselors/Teachers Director Career & Technology AP of C & I	August 2010- June 2011	Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11 th graders Certification
3. Provide follow-up tracking of student withdrawals in grades 7-12 and refer to outside agencies for those students who do not return to the school setting.	Verbal and written communication	Attendance Clerks Principals Counselors J.P. Judge SRO	August 2010- June 2011	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 Attendance Clerks Texas Workforce Center	HS Principal HS Counselor 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 Food stamps as needed Medicaid/WIC SCE	Counselor Homebound Teacher	Time line varies by individual student.	Teen parents remaining in school
6. Maintain attendance report to identify patterns of absences of students at schools.	Attendance data SRO	Principals/APs Attendance Clerks SRO	Daily during the school year	Attendance reports Referrals Communication w/ parent & student
7. 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 Court Order	Attendance Clerks Campus Principals Asst. Principals	August 2010- June 2011	Warning Letter Referral Report Court Records Follow up Report
8. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences.	Parent Learning Network District budget Title I Headstart	Dir.Spec.Prog/Personnel Headstart staff Principals PLN Facilitators	August 2010- June 2011	Purchase orders Schedules Required forms
9. 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. Handouts	MS and HS Counselors Nurses School Health Advisory Council (SHAC)	August 2010- June 2011	Handouts Booklets
10. 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 Special Education staff Student and Parent	Varies for individual needs	Individual Behavior Management plans Statistical data
11. Continue the operation of an Alternative Education Campus that offers instructional and counseling services to designated students.	SCE	AEP Principal and Counselor Regular Ed Teachers APs	Each six weeks Reporting Period	Alternative Hearing Packets Referral letter
12. Maintain a focus on Life Skills to offer choices for success and enhance students' academic performance.	Materials Local Federal	Campus Life Skills Teachers Special Ed Department	Each six weeks	Lesson Plans

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
13. Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs.	All staff members Local funds Devine Police Drug dog and/or Interquest Drug Dog Agency	Devine Police and/or Interquest HS & MS Principals & APs SRO	August 2010- June 2011	Interquest Reports Safe & Drug Free Reports Random Student Drug Testing Reports from Pinnacle
14. 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 HS Counselor School Nurse South Texas Rural Health	August 2010- June 2011	Required proof of attendance in a certified drug-abuse program or private counseling
15. Provide visits from law enforcement agencies to inform students of penalties concerning truancy.	Justice of the Peace SRO	Campus Principals/ APs SRO	1 st week of the 1 st semester of school	Warning letter Referral Report
16. Promote the Texas Grant and the Recommended Diploma Plan.	Four Year High School Graduation Plan	High School Counselor	9-12 Grade	Court Records Follow-up Report
17. Maintain the Plato Lab, Enrichment classes and credit recovery.	Local	HS Principal Counselor Program Coordinator Dir.Spec.Prog/Personnel Asst. Sup of C&I Reg. Ed. Teachers	August 2010- June 2011	Six wks. Failing End of year failing rate State drop-out rate 8 th Grade TAKS Scores
18. Maintain Kinder W.E.R.P. - Early Reading Program	Grant Local	Curriculum Director Kinder Teachers	August 2010- June 2011	Pre & Post Test scores Improved ITBS scores
19. School Resource Officer will help campuses enforce compulsory attendance laws.	Local	Dir.Spec.Prog/Personnel Campus Principals Assistant Principals SRO Attendance Clerk	August 2010- June 2011	Attendance report SRO records
20. Target potential drop-out/at risk students through: <ul style="list-style-type: none"> •Reading 1st model intervention •5th and 8th grade Student Success Initiative (SSI) •Exit TAKS 	SCE Title I SSIG	Counselors Teachers Principals APs	Spring 2011	TAKS TAKS-A TAKS-M TAKS-Alt

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
21. Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment.	SCE Local	Counselors Teachers Principals Asst. Principals	August 2010- June 2011	TAKS Scores PGP plan TAKS-A TAKS-M TAKS-Alt
22. Provide summer school/accelerated instruction for 5 th and 8 th graders that do not pass the second administration of the TAKS reading and/or math test/	SCE SSIG Title I OEYP	Principals APs of C&I Counselors Summer School/TAKS Teachers	June 2011	Report cards TAKS scores Attendance records
23. Provide after-school and summer credit recovery with PLATO software.	SCE	Principal AP of C&I Counselor Teacher	September 2010-June 2011	Completed courses Student record of retrieved credit
24. Provide college funding workshops to students and parents at the secondary level.	Local	Principal AP of C&I Counselor	Spring 2011	Sign-in sheets
25. Provide counseling to students with attendance issues.	Local	Counselor AP of C&I	September 2011-June 2011	Sign-in sheets Attendance data
26. Utilize SchoolMessenger to notify parents of student absences.	Local	Principal Campus PEIMS clerk	October 2011-June 2011	Daily and six-weeks attendance data

**DEVINE INDEPENDENT SCHOOL DISTRICT
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- 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 2010- June 2011	Campus report at regular interval Curriculum maps Vertical Alignment Document
2. Use state adopted texts grades K-12 and provide training on newly adopted text.	State adopted text	Asst. Sup of C&I Principals Math Teachers	August 2010 - June 2011	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 2010- June 2011	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; <ul style="list-style-type: none"> • staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student's development • counseling and study skills • conflict resolution, assertive discipline • instructional models, initiatives • TAKS • curriculum timelines • parent/community involvement • interdisciplinary instruction • technology 	Materials Video Tapes Library resources Instructional models Staff Development Allotment Technology Allotment	Principals Assistant Principals Counselors Staff development Coordinator AP of C&I	August 2010- June 2011	Meeting agendas Sign-in Sheets Completion of Certification 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 G/T Teachers PAP/AP/DC Teachers	Asst. Sup of C&I AP of C&I AP/DC teachers	August 2010- June 2011	List of G/T students served in AP/Dual enrollment classes 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 G/T Budget ESC XX Coop Budgets	Asst. Sup of C&I Principals GT Teachers High School PAP/AP/DC Teachers	August 2010- June 2011	Teacher lesson plans Course listings Completion of Certification
7. Provide opportunities for PAP/AP Institute training.	PAP/AP grant	Asst. Sup of C&I PAP/AP teachers	June 2010- August 2011	Sign in sheets Completion of certification
8. Provide reading strategy training for K teachers to support WERP Reading Program.	Local	Asst. Sup of C&I WERP consultants Grade Level Coordinators	August 2010- June 2011	Sign in sheets
9. Investigate implementing PAP classes at MS.	Local	Asst. Sup of C&I AP of C&I Principal	August 2010- June 2011	Choice slips
10. Maintain and evaluate at risk reading intervention strategies K-5.	WERP materials ESC XX consultant SSIG	Asst. Sup of C&I Principals K-5 Teachers & Interventionist Dir.Spec.Prog/Personnel	August 2010- June 2011	Pre and Post Tests Lesson Plans TPRI, DRA
11. Investigate matrix for G/T identification and re-evaluation.	Local	Counselor Principal AP of C&I	August 2011-June 2011	Meeting agenda Completion of guidelines

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
12. Maintain and evaluate at risk math intervention strategies K-8.	ESC XX consultant SSIG	Asst. Sup of C&I Principals K-8 Teachers & Interventionists Dir.Spec.Prog/Personnel	August 2010-June 2011	Pre & Post Test Lesson Plans
13. Provide supplemental resources with Living Science materials and media services.	ESC XX Local	HS Librarian Science Coordinators	August 2010-June 2011	ESC Contracts ESC request forms
14. 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 2010 Spring 2011	TPRI Student data
15. Use S.T.A.R. Assessment (1-8) to evaluate student vocabulary levels	S.T.A.R. Program Teacher training	Principals Teachers	August 2010-June 2011	Summary reports
16. Use TAYSHAS Reading Club 9-12. (College Preparation Novels)	Books/Texas Library Assoc. Reading List	HS Librarian	August 2010-June 2011	Circulation data Librarian Evaluation
17. 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 2010-June 2011	Regular & Special Education Progress Reports and Report Cards
18. 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 2010-June 2011	Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment
19. Provide in-service opportunities for ESL strategies through ESC XX co-op.	Title III ESC XX	Dir.Spec.Prog/Personnel	August 2010-June 2011	Certificates of completion
20. 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 2010-June 2011	Contest results Judges Evaluation
21. Implement ELPS into lesson plans and instruction for all teachers of ELL students.	Local ESC XX CScope	Teachers APs of C&I	August 2011-June 2011	TAKS TELPAS AMAOS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
22. Curriculum for character education and prevention of violence and drug use will be taught.	Local Keystone Curriculum Second Step	Dir.Spec.Prog/Personnel Counselors	August 2010-June 2011	Notations in counselors' report, Lesson plans Discipline referrals
23. Utilize benchmark tests K-12 aligned to TEKS and TAKS, WEBCAT, and TMDS benchmark.	Local Testing materials	All Staff	August 2010-June 2011	Disaggregated data At-risk List
24. 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 2010-June 2011	Class Schedule Pre/Post Test
25. Academic Team will be trained in AWARE for benchmark data disaggregation.	AWARE software ESC XX consultants Local	Asst. Sup of C&I Academic Team	August 2010-June 2011	Sign-in sheets
26. 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 2010-June 2011 OFYP	Completed TAKS plan
27. Maintain and reevaluate TAKS accelerated instruction at the intermediate, middle and high school.	Local	Principals APs of C&I	August 2010-June 2011 OFYP	Master schedules
28. Procure released TAKS test for student practice.	Local Title I	Asst. Sup of C&I Principals APs of C&I	August 2010-June 2011	TAKS test results and comparisons
29. Develop a benchmark calendar prior to the beginning of each school year.	Local	Asst. Sup of C&I Principals APs of C&I	Spring 2011	Benchmark calendar for planning
30. Create enrichment reward time for students that mastered TAKS objectives	Local	Principals	August 2010-June 2011 OFYP	Schedules CIP initiatives TAKS scores
31. Ensure the district communicates state and federal promotion and graduation requirements.	Local Secondary handbooks	MS and HS Principals	August 2010-June 2011	Graduation plans and information in handbooks
32. 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
33. 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 2010-June 2011	Lesson plans/record of technology school presentations

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
34. Require on-going opportunities to review and revise all curriculum maps at campus levels.	Time Local	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	Asst. Sup of C&I AP of C&I	August 2010-June 2011	TAKS Sponge Activities Aligned curriculum Workshop Records
35. Incorporate Technology Application skills into all K-12 classes.	Local Hardware and software	AP of C&I	August 2010-June 2011	Lesson plans, Technology Apps software, and lab logs
36. Plan crossover activities with core/CTE teachers (lateral/vertical)	Time Local	Asst. Sup of C&I AP of C&I CTE Director CTE Teachers	August 2010-June 2011	Staff development calendar Sign-in sheets CTE Reports
37. Provide expanded course offerings in science at HS level.	Local	HS Principal Asst. Sup of C&I AP of C&I	August 2010-June 2011	Master Schedule
38. Investigate implementing additional courses at MS in order to receive HS credit.	Local	MS & HS Principals Asst. Sup of C&I MS & HS Counselors AP of C&I	August 2010-June 2011	Master Schedule Choice slips
39. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech)	Local Carl Perkins	HS Principal HS Counselor CTE Director Asst. Sup. of C&I	August 2010-June 2011	Choice Slips CTE Report
40. Maintain double-block mathematics sections for grades 6-8.	Time for scheduling Local	MS Principal Counselor AP of C&I	Annually	Master Schedule
41. Continue double-block mathematics course for freshman meeting at risk criteria.	Time for scheduling Local	HS Principal Counselor AP of C&I	Annually	Master Schedule
42. Enhance CScope curriculum management system to impact instructional practices and improve student performance through roll-out training each six weeks.	Local	Principal AP of C&I, Curriculum Coord. Asst. Sup. of C&I	August 2010-June 2011	Instructional Focus Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) ITBS, TAKS
43. Meet federal standards for curriculum alignment and assessment through TEKS and ELPS alignment of campus curriculum.	Local	Principal AP of C&I, Curriculum Coord. Asst. Sup. of C&I	August 2010-June 2011	CScope Instructional Focud Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) ITBS, TAKS
44. 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 2010-June 2011	Lesson plans, SHAC agenda and minutes Fitnessgram reports

**DEVINE INDEPENDENT SCHOOL DISTRICT
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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.

<u>Professional Personnel</u>	<u>Auxiliary Personnel</u>
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 2010-June 2011	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 2010-June 2011	Recruiting schedules
3. Maintain employment for ASHA certified Texas licensed speech therapists.	Colleges and Universities Job fairs/web sites	Spec. Ed. Director	July 2010-June 2011	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 Title I	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2010-June 2011	Staff development survey, annual review of teacher certification
5. The district will provide reimbursement for the ExCET/TEExES test in high needs areas to assist teachers in becoming highly qualified.	Title II, Part A Title I	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2010-June 2011	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 Principals	June 2010-June 2011	Recruiting schedules Teacher contracts
7. Use stipends in areas of critical need such as ESL and Gifted/Talented.	Identification Procedures/Process	Superintendent	August 2010-June 2011	Implementation of stipends Salary Schedule
8. Promote student teaching participation in the schools.	Texas area colleges and universities	Superintendent	August 2010-June 2011	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 Core values interview questions	Principals Dir.Spec.Prog/Personnel	July 2010-June 2011	Increase number of HQ teachers
10. Collect and edit available statistical reports to meet local needs.	TASB Salary Survey Salary comparison of surrounding districts	Dir.Spec.Prog/Personnel	July 2010-June 2011	Reports
11. District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience.	Local	Superintendent	July 2010-June 2011	Teacher Salary Schedule
12. Provide first and second year teachers with local and contracted mentoring support.	Title II-A Contracted Services	Dir.Spec.Prog/Personnel	August 2010-May 2011	List of mentors Documented observations Sign-in sheets
13. Recognize teachers for outstanding students' performance and growth.	Local	Principals	June 2011	Awards
14. Provide appreciation awards for teachers/staff with perfect attendance.	Local	Recruitment/retention committee	August 2010- June 2011	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 Title II - Part A ESC XX	Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2010-June 2011	Sign in sheets 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 2011	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 2010-June 2011	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 2010-June 2011	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 2010	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 2010-June 2011	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 2010-June 2011	Agendas Signature Acknowledgment
22. Provide orientations and presentations to campus leadership concerning special populations.	Presentation	Spec. Ed. Director	August 2010-June 2011	Campus announcements
23. Provide orientation for substitutes each semester.	Principals Central Office Personnel	Dir.Spec.Prog/Personnel	September 2010 January 2011	Applications Handouts
24. Newspaper ads/ job openings releases of actual positions open in the Special Education Dept.	Newspaper Ads Website	Spec. Ed. Director	August 2010-June 2011	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 Website	Spec. Ed. Director	August 2010-June 2011	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 2010-June 2011	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.	Local	Asst. Sup. of C&I Principals APs of C&I Curriculum Coordinators	August 2010-June 2011	CScope Benchmarks TAKS ITBS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
28. Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings.	Local SCE Title XIV SFSF	Principal Classroom teachers	August 2011-June 2011	TPRI scores ITBS scores TAKS results TELPAS results

**DEVINE INDEPENDENT SCHOOL DISTRICT
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- 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 (1000-1500)/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: <ul style="list-style-type: none"> • Career & Technology • Special Education • ESL • At - Risk • G/T • Dyslexia • Federal Programs 	Special population reports	Counselor Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director APs of C&I	August 2010-June 2011	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 Released TAKS/SDAA tests WERP materials Pre/Post Tests Benchmark tests Local	Principals Counselors Reading Coaches APs of C&I	August 2010-June 2011	Evaluation of TAAS/TAKS, ITBS, WERP, Pre/Post Tests 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 Local	Staff Principals Counselors Teachers APs of C&I	August 2010-June 2011 Optional Flex Year	Remediation lists Tutorial lists Teacher time cards on file 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 Staff	August 2010-June 2011	Teacher developed tests Lesson plans
5. Monitor TAKS exemption processes for special education.	Exemption Criteria Special Ed. Strategic Plan	Principals Spec. Ed. Director Counselors APs of C&I	August 2010-June 2011	Exemption lists ARD documentations
6. Utilize TAKS resources materials.	Plato Lab Compass, Computer Lab, State Release Tests, Practice Tests, Skills Bank, Basics Computer Lab, TAKS period SCE CScope	Staff Computer facilitators	August 2010-June 2011	Test results by campus & by teacher Computer facilitator results

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 For dual Credit texts	Principal Counselor AP for C&I	August 2010-June 2011	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 End-of-Course tests Eligible students ITBS Test TAKS Test	Asst. Sup of C&I Counselors APs for C&I	October & February April - May 2010-2011	TAKS, TELPAS, Special Ed. state assessments, and ITBS results by district, campus and teacher
10. Provide for TAKS review.	Local Time Varied Resources	Principals Teachers APs for C&I	August 2010-June 2011	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 2010-June 2011	Test data and reports Distribution schedule AEIS
12. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4 th , 5 th , 7 th & 8 th grade students who will take the ACT or SAT tests.	ACT & SAT forms; TIP materials	Principals Counselors	December 2010– May 2011	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 2010-June 2011	Evaluation forms Schedule on file Technology Plan
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 2010-June 2011	Staff records / Counselor records Student performance in grades/on TAKS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 Cscope ESC XX	Asst. Sup of C&I	August 2010-June 2011	Agenda Sign-in sheets Evaluation forms
16. Involve K - 12 th grade teachers in all core subjects in creating time-lines for teaching the TEKS/TAKS Objectives, using WERP, STAR, and AR Reports.	Local	Staff Asst. Sup of C&I APs for C&I	August 2010-June 2011	TAKS results and ITBS and TPRI Reading Tests Results
17. Build in campus incentives for doing well on TAKS/benchmarks.	Local	Principals Asst. Sup of C&I APs for C&I TAKS coordinators	Annually	TAKS test gains TAKS gap closure
18. Recognize commended and/or improved TAKS scores through student recognition program.	Local	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	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 2010-June 2011	PBMS 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 2010-June 2011	Reduction of PBMS 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 classroom teachers, interventionist, instructional aides.	Local, SCE Title I –Part A: Title I Part A ARRA: Title II-Part A:	Principal Classroom teachers	August 2010-June 2011	TPRI scores ITBS scores TAKS results TAKS A, TAKS M, TAKS Alt scores TELPAS Benchmarks
23. Provide funding for supplemental testing materials to increase student achievement for state and federal accountability.	Local	Counselors APs of C&I Teachers Asst. Sup of C&I	August 2010-June 2011	TPRI scores ITBS scores TAKS results
24. Provide life skills classroom with materials/touch screens to enhance success through assistive technology needs.	IDEA ARRA	Special Ed. director Diagnostician Campus Administrators	August 2010-June 2011	TAKS A, TAKS M, TAKS Alt scores IEPs/ARD records
25. Implement student assessment data management system (AWARE) for analyzing TAKS/testing data, developing benchmarks, and building TEKS-aligned assessments.	Title I-Part A, ARRA: DMS DHS	Principal Classroom teachers	August 2011-June 2011	TPRI scores ITBS scores TAKS results TAKS A, TAKS M, TAKS Alt scores TELPAS
26. Implement plan and procedures for meeting AYP in special ed. reading and math performance.	Local Title II-A	Principal, AP of C&I, Counselors, Diags Special Ed. Director, ESC 20	September 2011-June 2011	TAKS scores
27. Monitor number of special education students ages 3-5 in least restrictive environment in order to reduce PBMAS indicator for Sped #6.	Local	Principal, AP of C&I, Counselors, Diags Special Ed. Director, ESC 20	September 2011-June 2011	PEIMS reports Performance Indicator Level on PBMAS report
28. Investigate smaller class size at the secondary level in the four core areas compared to the state average,	Local Master schedule	Principals AP of C&I Counselor	August 2011-June 2011	AEIS TAKS scores
29. Enhance student achievement though a highly qualified, rigorous curriculum that is researched based with proven results.	CScope Study Island Compass PLATO Lexia	Teachers	August 2011-June 2011	ITBS scores TAKS scores SAT/ACT

*See Goal 2 for additional information

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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 2010-June 2011	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 2010	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 2010-June 2011	Completed EOP
4. Implement safety measures in Emergency Operation Plan as provided by Texas School Safety Center (TSSC)	Local ESC XX	Dir.Spec.Prog/Personnel Emergency Operations Planning Team	August 2010-June 2011	Annual review of EOP and safety audit completion.
5. Incorporate “Words of Wisdom” into daily announcements for character building (PreK-8).	Local	Counselors	August 2010-June 2011	Discipline referrals
6. Send personnel to Capturing Kids’ Hearts training/retreat .	Title IV-A (SDFS)	Principals Dir.Spec.Prog/Personnel	August 2010-June 2011	Certificates of completion

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Provide teen dating violence instruction 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	Local Teen Dating Violence Toolkit ESC XX	Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors	February 2011-June 2011	Documentation of communication and policy/ programs implemented
8. Provide teen dating violence training to teachers, administrators, and support staff.	Local Teen Dating Violence Toolkit ESC XX	DHS and DMS Principals, Assistant Principals, and Counselors	February 2011-June 2011	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.	Local Teen Dating Violence Toolkit Listserv Devine News FCCLA ESC XX	DHS and DMS Principals, Assistant Principals, and Counselors, FCCLA Teacher	February 2011-June 2011	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 2011-June 2011	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 2010-June 2011	Calendar of workshops Sign-in sheets
12. Provide Second Step Violence curriculum at the middle school for prevention of violence and drug abuse.	Local ESC XX	Dir.Spec.Prog/Personnel Counselor	August 2010-June 2011	Lesson plans
13. Participation in Bigfoot Alternative School Co-op as an alternative to expulsion.	SCE Transportation Meals	Superintendent MS and HS Principals Food Service Director	August 2010-June 2011	Records on file at schools
14. Utilize the SRO for campus security and assistance with truancy,	Local	Superintendent Principals Dir.Spec.Prog/Personnel	August 2010-June 2011	SRO reports
15. Distribute information about district's academic programs and other school related news for publication in <u>The Devine News</u> and on district website.	Film for pictures Digital camera	Principals	August 2010-June 2011	Printed materials
16. Provide link for board agenda and minutes for regular called board meetings.	Local	Dir.Spec.Prog/Personnel Sup. Secretary	August 2010-June 2011	Copies on file
17. Use drug dogs at middle and high school for weapons, drug and alcohol detection.	Local	Superintendent Principals	August 2010-June 2011	Reports on file

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
18. Provide random student drug testing for students in grades 9-12 that participate in extracurricular activities and/or parking permit privileges and voluntary drug testing for student in grades 7-12.	Local ForwardEdge	Principal Asst. Principal Counselor Nurse Dir.Spec.Prog/Personnel	August 2010-June 2011	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 2010-June 2011	Parent Survey
20. Educate elementary, middle, and high school students in drug prevention and awareness programs. (Red Ribbon Week)	Local ESC XX	Dir.Spec.Prog/Personnel Principals Counselors	October 2010	Presentations documented
21. Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs.	Local	Transportation Dir. Superintendent	August 2010-June 2011	Purchases/Orders Work Orders
22. Use In-school suspension (ISS) at secondary level as alternative to suspension.	Local	Principals Asst. Principals	August 2010-June 2011	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	Superintendent	August 2010-June 2011	Systems on campuses and in use
24. Provide 1-800 Crime stoppers number for students to report possible violations.	Local	Dir.Spec.Prog/Personnel Principals & Asst. Principals SRO	August 2010-June 2011	Reports on file
25. Increase number of surveillance cameras on all campuses to help deter and determine student violations and vandalism.	SDFS Local	Dir.Spec.Prog/Personnel Principals and Asst. Principals	August 2010-June 2011	Surveillance CD and Discipline reports
26. Provide safety awards for maintenance, transportation, and cafeteria.	Local	Transportation Dir. Dir. Cont. Services Food Service Director	May 2011	Payroll records
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 2010 – July 2011	Equipment Master list
28. Improve the cafeteria environments aesthetically at all schools	Decorations Signs	Food Service Director	August 2010-June 2011	Purchase orders

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
29. Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes.	Inspection forms	Food Service Director	August 2010-June 2011	Inspection reports
30. Continue nutritional analysis and menu review for all schools.	Nutritional analysis program manager	Food Service Director	August 2010-June 2011	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 2011	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 2010-June 2011	Wellness Brochures Website Documented activities for all stakeholders
33. Maintain Material Safety Data Sheets.	MS Data Sheets	Dir. Cont. Services	August 2010-June 2011	Completed material safety data sheets
34. Conduct a community-school climate survey with 70% initial satisfaction.	Survey instrument ESC XX Local	Superintendent Administrative staff	Spring 2011	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 2011	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 SchoolMessenger-automated notification system Counselor's Corner	Administrative staff	August 2010-June 2011	Medias utilized Parent/Climate Survey results Faculty School Messenger Reports
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 2010	Agendas, committee notes, sign-in sheets, development of policies

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 2010-June 2011	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 2010-July 2011	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 2010-June 2011	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 2010-June 2011	Parent involvement activities on campus calendars, SBDM sign-in sheets, publications Parent/Climate Survey results Faculty Survey Results
43. Establish business/community partnership programs on each campus.	Coordination time and budget for projects Strategic Plan	Administrative staff Principal	August 2010-June 2011	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 2010-June 2011	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 2010-June 2011	Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM)
46. 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 2010-June 2011	Master Schedule Parent Survey Sign-in sheets
47. Participate in Atascosa JJAEP as an alternative to expulsion.	SCE	Superintendent MS/HS Principals & Asst. Principals	Sept. 2010-June 2011	Records on file at schools
48. Disseminate the 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 DIP addendum	SHAC Counselors	Fall 2011	Developed plan
49. Reduce the number of 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. 2010-June 2011	Reduced number of special ed. ISS/DAEP referrals in Special ed.-Performance Based Monitoring Analysis System (PBMAS).
50. Utilize parent alert system for better communication when informing parents of emergency and/or weekly events and absenteeism.	Local ESC XX commitment form	Dir. Spec. Prog/Personnel Principals	November 2010-June 2011	School Messenger generated reports Parent Survey

**DEVINE INDEPENDENT SCHOOL DISTRICT
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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	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 Local Educating Diverse Learners ESC XX Consultants Title II-Part A	Principals Dir.Spec.Prog/Personnel	August 2010-July 2011	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 Campus	G/T teachers Principals Asst. Sup of C&I	August 2010-July 2011	Documentation of teachers that participated
4. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques.	G/T Campus State	AP teachers Principals Asst. Sup of C&I	August 2010-July 2011	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 Principal Asst. Sup of C&I	August 2010-June 2011	Minutes of meetings Agendas
6. Provide modified instructional approaches for students with disabilities and/or reading difficulties.	ARD Team Dyslexia Coordinators	Spec. Ed. Director Counselors Dyslexia Coordinators Principals	August 2010-June 2011	Sign-in sheets
7. Provide staff development to new paraprofessional staff regarding confidentiality.	Contract attorneys Employee handbook	Principals	August 2010	Sign-in sheets
8. Workshops on Follett catalog circulation and Texas Library Connection systems for library staff.	Local staff ESC XX staff	Librarians Technology Staff	September 2010-June 2011	Sign-in sheets Training Sessions
9. Provide technology workshops at selected campuses.	Computer upgrades ESC XX staff	Asst. Sup of C&I	August 2010-June 2011	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 Local staff Training from vendors	Asst. Sup of C&I	August 2010-June 2011	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 2010-June 2011	Workshops Agendas 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 Presenters Local	Asst. Sup of C&I Principals Teachers K-3 Interventionist K-3	August 2010-June 2011	Workshop schedules Agendas Campus documentation to include sign-in sheets 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 Elementary / Intermediate Principals	August 2010-June 2011	Schedules Agendas Sign-in forms Evaluation forms
14. Provide opportunities for staff development on topics related to both the cognitive and affective needs of gifted students.	ESC XX Coop G/T	Principals Asst. Sup of C&I	August 2010-June 2011	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 Special 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 2010 As individuals are employed	Signed Statements of Understanding
17. Continue to implement a needs assessment for professional development activities.	Staff SBDM DEIC Survey	Principals Asst. Sup of C&I	Spring 2011	Assessment instrument District professional development calendar Staff development activities Survey results
18. 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 2010-June 2011	Professional development calendar Sign-in and evaluation forms
19. 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 TAGT and other G/T workshops ESC XX	Asst. Sup of C&I Principals	August 2010-June 2011	Memoranda Lists of workshops offered G/T teacher files
20. Require current G/T teachers to receive a minimum of six (6) hours annually of G/T professional development.	G/T teachers G/T	Principals Asst. Sup of C&I	August 2010-June 2011	Memoranda on workshops offered G/T teacher files
21. 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 2010-June 2011	Personnel files
22. 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 Local Title I	Asst. Sup of C&I Reading Coaches ESC XX Consultants	May 2011	Evaluation forms
23. Provide year 2 of CScope training and roll-out sessions each six weeks.	Local ESC XX	Curriculum Director	September 2011-June 2011	Evaluation forms
24. Encourage staff development specifically for health professionals.	ESC XX workshop	Asst. Sup of C&I Nurse	August 2010-June 2011	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	Food Service Director Dir. Cont. Services Transportation Dir.	August 2010-June 2011	Sign-in Sheets
26. Provide discipline management instruction for bus drivers.	ESC XX	Transportation Dir.	August 2010-June 2011	Sign-in Sheets
27. Provide paraprofessional training for Special Education.	Special Education ESC XX Special Ed. Strategic Plan	Spec. Ed. Director	August 2010-June 2011	Purchase Orders Sign-in Sheets
28. Provide cross grade level communication meetings.	Local	Principals Asst. Sup of C&I APs of C&I	August 2010-June 2011	Meetings
29. Provide staff development for all personnel in technology, conflict resolution and discipline management.	Local	Principal Asst. Sup of C&I	August 2010-June 2011	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 2010-June 2011	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 2010-June 2011	Sign in sheets Certificates
32. Provide staff development on PLATO Learning curriculum for grades 6-12.	Grant funds	Asst. Sup of C&I Dir.Spec.Prog/Personnel	August 2010-June 2011	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 2010-June 2011	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 2010-June 2011	Record of attendance and college transcripts
35. Provide opportunities for teachers to demonstrate educational strengths.	Time and budget	Asst. Sup of C&I	August 2010-June 2011	Staff development agendas
36. Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op.	Title III	Principals Dir.Spec.Prog/Personnel	August 2010-June 2011	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 2010-June 2011	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 2010-June 2011 Annually	Certificates 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 2010-June 2011	Sign-in sheets Certificates of completion 360 data input TAKS Passing rate Evidence of curriculum alignment
40. Provide AWARE 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. Utilize 360 Walkthrough instrument so administrators can better assess staff and increase the effectiveness of classroom instruction.	Local	CO Administrators Principals APs	September 2010-May 2011	360 data input TAKS Passing rate Evidence of curriculum alignment

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2010-2011**

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 2008-2010 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 2010-June 2011	IEP's/ARD records
2. Provide district schools distance learning capabilities through: <ul style="list-style-type: none"> • Online • Distance Learning • KLRN 	Instructional Technology Guidelines District E-mail Local	Tech. Director Asst. Sup of C&I HS Librarian MS Librarian	August 2010-June 2011	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 Contracted Services PLATO curriculum Local	Dir.Spec.Prog/Personnel Principals Asst. Sup of C&I	August 2010-June 2011	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 2010-June 2011	Certificates of Completion Sign-in sheets
5. Institute Distance Learning for high school students.	Needs assessment Local	Tech. Director AP of C&I Asst. Sup of C&I Principal	June 2011	District reports
6. Provide high school students access to Internet and computer use beyond school hours.	Lab Aide Local	Principal High School Technology Dept.	August 2010-June 2011	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 7-12 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 2010-June 2011	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 2010-June 2011	Students work Teacher training
9. Implement District Technology (three-year) Plan.	Technology Plan Records	Technology Committee	August 2010-June 2011	Surveys; Technology records
10. Utilize Waterford Reading Program and methodologies in Kinder.	Local Hardware and Software	Asst. Sup of C&I Kinder Teachers Principal SBDM Committees	August 2010-June 2011	Purchase orders Student rosters WERP, STAR, TPRI, and ITBS testing
11. Provide orientation and computer training for Kinder teachers for WERP.	Hardware and Software Local	Principal Asst. Sup of C&I Kinder Teachers	August 2010-June 2011	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 2010-June 2011	Contracts Sign in sheets Attendance certificates
13. Provide orientation and computer training for Grade 3-11 teachers on AWARE, benchmark curriculum, and TMSDS (grades 5-10).	ESC XX consultants Campus representative	Asst. Sup of C&I ESC XX	August 2010-June 2011	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 2010-June 2011	Session Evaluations and TPRI
15. Provide AWARE training for analyzing student performance/data.	Local ESC XX	Asst. Sup of C&I Academic Team	August 2010-June 2011	Sign-in sheets
16. Provide Special Ed. teachers training in AWARE in order to review test data.	Local ESC XX	Asst. Sup of C&I Spec. Ed. Director Special Ed. Teachers	August 2010-June 2011	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 2010-June 2011	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 2010-June 2011	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 2010-June 2011	Attendance at functions and conferences
20. Perform needs assessment (hardware/software space to student ratio)	Time	CTE Coordinator	Fall 2010	Needs Assessment
21. 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 2010	Lesson plans/lab logs
22. Emphasize career connections in all K-12 classes.	Time to implement Kuter online	CTE Coordinator Campus counselors Teachers	Fall 2010	Lesson plans
23. Maintain special ed. management program to increase efficiency of completing and maintaining ARD data.	e-Sped	Special Ed. Diagnosticians Speech Therapist	August 2010-June 2011	ARD documentation
24. Utilize 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
25. Provide Texas Library Connection software to better utilize library functionality.	Local	Lead Librarian	August 2010-June 2011	PO and documentation of use
26. Utilize RSCCC student management software for coordination of student registration, attendance, and discipline.	Local	Campus PEIMS Clerk Business Manager Counselors Principals, APs	August 2010-June 2011	Discipline Integrity Management reports through PBMAS
27. Provide technology supplies, software, and parts to enhance current technology needs and infrastructure for instruction and required online testing.	Local Technology Plan	IT Director Principals Asst. Sup. of C&I	August 2010-June 2011	POs Technology Plan Goals Faculty Survey

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2010-2011**

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 2011	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 2011	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 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	Campus budgets Purchase orders Annual independent financial audit report
9. Oversee workers compensation program.	Workers Compensation Commission Compliance manuals	Superintendent Business Manager	July 1, 2010-June 30, 2011	Annual audit
10. Prepare, implement, administer, and control the annual budget.	RSCC software Staff	Superintendent Business Manager	July 1, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	District budget Annual 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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	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, 2010-June 30, 2011	Public Hearing to report Devine ISD FIRST rating
26. Coordinate lease purchase copier agreements for improved maintenance and service.	Local	Superintendent Business Manager	July 1, 2010-June 30, 2011	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 and Title I-Part A ARRA – 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 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.
6. 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.
7. 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.
8. 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.
9. Student Success Initiative Grant (SSIG)-These state funds can be used to pay or accelerated instruction in any core content area and support students who have failed the TAKS, who are at risk of failing the TAKS, and those who have previously failed the TAKS but are promoted to the next grade level based on other factors.
10. Title XIV-State Fiscal Stabilization Fund-The district shall address the four reforms areas when using SFSF funds: adopting rigorous standards and high quality assessments, establishing data systems and using data for improvement, increasing teacher effectiveness and equitable distribution of effective teachers, and truing around the lowest performing schools.

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;
- (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 not 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 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 not 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, 2010-2011

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 2010- June 2011 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 2010- June 2011 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 2010- June 2011 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 2010- June 2011 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 2011 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 2010- June 2011 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 2010- June 2011 SW Comp-2	Teacher test Grade cards	Passing applicable component of TAKS in 3 rd grade
HOMEBOUND -Provide homebound academic instruction to identified students as appropriate.	Certified teachers Title XIV SFSF	Principal	August 2010- 2011 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

Campus-Level SCE Services, 2010-2011

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 2010- June 2011 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 2010- June 2011 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 2010- June 2011 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 2011 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 2010- June 2011 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 2010- June 2011 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 2010- 2011 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

Campus-Level SCE Services 2010-2011

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 2010- June 2011	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 2010- May 2011-	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 2011	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 2010 (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 2010- June 2011	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. 2010- June 2011	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 2010- May 2011	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 2010- May 2011	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 2010- June 2011	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 2010	9 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Campus-Level SCE Services, 2010-2011

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 2010-June 2011	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 2010-May 2011-	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 2011	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 2011	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 2010-June 2011	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. 2010-June 2011	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 re-testers.	Counselor (1.0 FTE) SCE -\$2,000 Local	Principal Asst. Principal Counselor AP for C & I	August 2010- June 2011	Grade cards	Pass TAKS
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 SCE-\$1,000	Principal	August 2010- June 2011	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 SCE-\$1,400	Principal	August 2010- June 2011	Teacher tests Grade cards	Passing applicable component of 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 2010- May 2011	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 2010- May 2011	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 2010	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 2010	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Devine ISD

Policy on Sexual Abuse in Schools

Section 1

Background Information

1.1 Introduction

House Bill 1041 in the 81st Legislative Session of 2010 calls for a policy to be placed 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**.

Section 2

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 Offender” 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 counseling.

“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 behaviour is considered offensive; and/or the perpetrator should have known that the behaviour is regarded as unacceptable.**

Section 3

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.

P h y s i c a l A b u s e		
Behavior of an adult who abuses children	Behavior of an abused child	Physical indications of child abuse
<ul style="list-style-type: none"> • Complains that the child is difficult to control; • Little knowledge of child development. Makes unrealistic demands, e.g. expects good bowel control at too early an age; • May indicate that child is prone to injuries. Lies about how the child was injured; • Gives contradictory explanations • about how the child was injured; • Inappropriate or excessive use of medical service; • Seems unconcerned about the welfare of the child. 	<ul style="list-style-type: none"> • Cannot explain injuries, or gives inconsistent explanations; • Absconds; • Cringes or withdraws when touched; • Babies stare with empty expression, rigid carriage, on guard; • Extremely aggressive or withdrawn; • Seeks attention from anyone who cares; • Extremely compliant, tries to please others; • Becomes scared when other children cry; • Scared to go home after school. Scared of adults; • Normal activities arouse anxiety; • Vandalises things. 	<ul style="list-style-type: none"> • Injuries – bruises, cuts, burns, fractures; • Various injuries, various degrees of healing; • Various injuries over a period of time; • Head injuries on babies and pre-school children, e.g. cuts, bruises, burn marks, abrasions which cannot be satisfactorily explained; • Injuries such as fractures, abrasions, burns and bruises • Inappropriate clothing to cover the body.

Neglect		
Behavior of an adult who abuses children	Behavior of an abused child	Physical indications of child abuse
<ul style="list-style-type: none"> • Behaviour indicates rejection of the child, e.g. child is left in cot or bedroom for long periods of time; • Ignores the child's loving approaches, refuses to hold the child's hand or hold her or him close; • Indicates the child is unwelcome; • Indicates the child is difficult to care for, e.g. the child is "demanding" and "difficult to feed". 	<ul style="list-style-type: none"> • Listless and makes few or no demands, e.g. seldom cries; • Little or no interest in the environment; • Little or no movement, e.g. lies still in bed; • Does not react to strangers' attempts to stimulate her or him; • Shows little fear of strangers, e.g. does not react to them; • Begs or steals food; • Continually tired, listless or falling asleep; • Says that nobody at home looks after her or him; • Irregular attendance at school; • Destructive and aggressive; • Inappropriate clothing, poor personal hygiene, continually hungry; • Physical and medical needs don't receive attention. 	<ul style="list-style-type: none"> • 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.) <p>The following physical characteristics are often present in neglected children:</p> <ul style="list-style-type: none"> • Child is pale and emaciated; • Very little body fat in relation to build, e.g. folds on buttocks; skin feels like parchment owing to dehydration; • Constant vomiting and/or diarrhoea; • Developmental milestones not reached within normal age-ranges, e.g. neck still limp at 6 months, cannot walk at 18 months.

Sexual Abuse

Behaviour of an adult who abuses children	Behavior of an abused child	Physical indications of child abuse
<ul style="list-style-type: none"> • Exceptionally protective towards child and jealous; • Discourages contact with peer-group when there is no supervision; • Acts seductively towards child; • Indicates that the spouses have marital problems; • Abuses alcohol and/or drugs. 	<ul style="list-style-type: none"> • Sexual play with self, others and toys; • Sexual vocabulary and/or behaviour not age-appropriate; • Drawings or descriptions with sex theme not age-appropriate; • Strange, sophisticated or unusual sexual knowledge, e.g. flirtation; • Promiscuity and/or prostitution; • Continual absconding; • Fear of seduction by members of the opposite sex; • Unwilling to participate in certain activities; • Sudden deterioration in school progress; • Poor relations with peers; • Withdrawal, fantasising, uncommonly childish behaviour; • Crying without provocation; • Depression, attempted suicide. 	<ul style="list-style-type: none"> • Pain or unusual itching of genitals or in anal area; • Torn, stained or bloodstained underwear; • Pregnancy; • Injuries to genitals or anal area, e.g. bruises, swelling or infection; • Sexually transmitted diseases; • Difficulty in sitting or walking; • Regular urinary infection; • 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
<ul style="list-style-type: none"> • Blames the child for own problems and disappointments – child is seen as a scapegoat; • Continually expresses negative feelings about the child to other people and the child; • Conduct towards the child expresses continual rejection; • Withholds herself or himself from verbally or behaviourally expressing love to the child; • Continually trying to bribe, influence or terrify the child; • Continually trying to isolate the child, e.g. by prohibiting contact inside and outside the family. 	<ul style="list-style-type: none"> • Aggression, depression or extreme withdrawal; • Extreme compliance; too well-mannered, too neat, too clean; • Extreme attention- seeking; • Extreme control when she or he plays – suppresses own feelings. 	<ul style="list-style-type: none"> • Enuresis (bedwetting) and/or encopresis (soiling) for which there is no physical cause; • Continual psychosomatic complaints, e.g. headache, nausea, stomach pain; • 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:
 - Full name
 - Home address and telephone number
 - Age, sex and present grade
- If the complainant does not know these details, ask her or him the following:
 - What were the physical attributes of the witness?
 - Sex and approximate age and height of the witness?
 - 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:
 - Full name;
 - Home address and telephone number;
 - Age and sex;
 - Nature of the person's relationship to the complainant.
 - Has the complainant reported the incident to any other agency?
 - 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:

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

Section 4

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>).

2010-2011 SSA Migrant Districts/Devine ISD
Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan					
Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
Objective:	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students As a result of migrant students moving from school to school, students are often failing or at risk of failing. The LEA must identify these students' academic needs to enable them to meet the State content standards and master the State assessment.	Provide district staff criteria for Priority for Service (PFS) and a copy of the New Generation System (NGS) Priority for Services Student report.	Monthly	Educational Spec System Spec Support Staff	PFS Report District Contact Campus Counselors	100% of PFS students obtained above and beyond services
	Identify students in need of priority for services and provide priority placement in migrant supplemental programs.	Monthly	System Spec Recruiter Educational Spec	PFS Report	100% of PFS students obtained above and beyond services
	Provide appropriate placement/ programs for students not meeting the State content standards or mastering TEKS objectives. (examples: tutoring, TAKS redemption, UT Austin migrant coursework, Nova Net, Plato reinforcement options or accruing credits, summer school, community resources/services)	Year Round	Educational Spec Counselor	Graduation Plans TAKS Scores Transcripts District Contact Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Counselor Educational Spec	Graduation Plans Transcripts TAKS Scores Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Provide an opportunity for counselors to attend the Graduation Enhancement Training for Counselors conducted at the Education Service Center Region 20.	TBA	Counselor Educational Spec	Session Material	Participant evaluations

2010-2011 SSA Migrant Districts/Devine ISD
Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan					
Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
Objective:	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students Continued, Page 2	Provide an opportunity for counselors to analyze migrant student educational data.	Year Round	Counselor	Graduation Plans Transcripts Campus counselors	Counselor evaluations Student feedback
	Train and assist counselors in reviewing out-of-state transcripts from Mexico.	November training Year Round assistance	Bilingual Spec Counselor	Session Material	Participant evaluations
	Ensure students have an opportunity to continue the class from previous school/school district/state.	Year Round	Counselor	Transcripts	Counselor follow-up
	Provide parents with the knowledge of local and state requirements for promotion, graduation, academic progress of their child, PFS criteria and community or social services.	Year Round	Educational Spec Counselor SSA Recruiters Adjunct Teachers	PAC meeting Referrals Home/school visits Community Outreach Fair	Parent evaluations Counselor follow-up Adjunct teacher evaluations
	Provide opportunities for teachers to attend staff development for enhancing their knowledge of the migrant student population.	Year Round	Educational Spec	iLearning Sessions District contact	Participant evaluations
	Provide summer school for students' reinforcement in mastering content standards or in need of accruing credits.	June-July	Educational Spec Adjunct Teachers Counselor	Current Project Smart curriculum District contact	Teacher evaluations Parent evaluations

2010-2011 SSA Migrant Districts/Devine ISD
Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan					
Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, student performance standards expected of all children.				
Objective:	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students Continued, Page 3	Provide direct counseling services to Counselors regarding priority for service students.	Year Round	Educational Specialist Counselor	District Contact Campus Counselor	Increase number of PFS students passing TAKS
	Provide district contacts with Priority for Services criteria and a plan of how PFS students will be serviced.	September April	Educational Spec	District Contact Campus Counselor	Increase campus knowledge of PFS students
	Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy.	Monthly	System Spec Educational Spec	PEIMS Contact	100% of accuracy of migrant coding
	Identify all dropout students and help them enroll in a high school and/or GED program.	Year Round	Educational Spec Counselor District contact Campus Counselor	NGS Reports PEIMS Reports Recruiters	Increase of dropout students who enroll in high school or GED program
	Communicate with PEIMS coordinator to ensure the correct coding of migrant students.	Year Round	Educational Spec System Spec	PEIMS reports NGS reports	Any corrections will be made on NGS and PEIMS Coordinator will be informed of updates
	Maintain a PFS plan for all PFS students that describes in detail all federal, state and local programs that are provided through the campus and services provided by ESC-20.	October – May	Educational Spec Counselor	PFS Report District Contact Campus Counselor	Increase number of PFS students passing TAKS