# DEVINE INDEPENDENT



# SCHOOL DISTRICT
# IMPROVEMENT PLAN 2011-12

**Adopted November 28, 2011**

# Table of Contents:

**Addendum**

# *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
**Paula Samudio**, Trustee
**Rhonda Korczynski**, Trustee

## DISTRICT ADMINISTRATION

**Linda McAnelly**, Superintendent
**Scott Sostarich**, Assistant Superintendent of Curriculum/Instruction
**Glenda Allen**, Director of Special Programs
**Ricky Rodriguez**, Director of Special Education
**Debbie McCormick**, Business Manager

## CAMPUS ADMINISTRATION

**Devine High School**, Daryl Wendel
**Devine Middle School**, Roberto Munoz
**Devine Intermediate School**, Michael Wagner
**J. J. Ciavarra Elementary School**, Brenda Gardner

# DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

| | |
|---|---|
| **Linda McAnelly** | Superintendent |
| **Scott Sostarich** | Asst. Superintendent of Curriculum/Instruction |
| **Glenda Allen** | Admin Rep/Special Prog./Personnel Directo |
| **Ricky Rodriguez** | Special Education Director |
| **Roberto Munoz-Middle School Rep** | Chairperson |
| **Allison Brown-Elementary Rep** | Co-Chairperson |

## Elementary Campus

Melanie Sostarich

Julie Petrash

Christie Bean

Alison Brown

Christine Ozer-Parent Rep

## Intermediate Campus

Michael Wagner

Missy Solbrig

Robyn Wheeler

Joe Navarro

Melissa Simmons & Carmen Ramirez-Parent Reps

## Middle School Campus

Michael Fuller

Dawn Schneider

John Rotramel

Terrie Barron

Lorna Mann-Parent Rep

## High School Campus

Steve Anderson

Rosanne Lopez

Beverley Crain

Rebecca Meek

Nancy Briscoe-Parent Rep

## Community Representatives

Betty Caldwell

Barbara Moore-Driscoll Public Library

## Business Representatives

Sherrie Wilkins

Butch Cook

# 2011-2012 COMPREHENSIVE NEEDS ASSESSMENT

## Student Learning and Student Performance

Reviews varied sources of formal and informal data that provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study and state standards while meeting full education potential. Reflects on demographic/make-up of students and how to implement strategies to meet their needs.

| GOAL 2 AND GOAL 6 | Data Sources Reviewed |
|---|---|

- Goal 2 Student Learning 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.
- Goal 6 Student Performance refers to the district's goal that the students will exhibit exemplary performance in comparison to national and international standards.

- Academic Excellence Indicator
- State AYP Data

### Findings/Analysis

### Strengths

- Graduation for Eco. Dis. increased for 2009.
- Academic performance increased district wide in all core areas and all tests taken during 2009-10.
- Increase completion rate for graduation.
- AYP math74%→80% (2009-10)
- Participation exceeding 99% on state assessments.
- Implemented KILGO training methods to identify target specific student needs (SEs).

### Needs

- Monitor LEP students performance math benchmarks to address decrease in 2010.
- All subgroups will meet or exceed passing standards.
- Review assessment data to determine proper assessment levels for Sp. Ed. Students.
- The district missed AYP for the second year in a row in Special Ed. reading and math performance , placing the district in Stage 1 School Improvement. The district also missed AYP in math performance  for Eco Dis student group.(see AYP Chart)
- DHS (grade 10) missed AYP in math performance for All Students, Hispanic, White and Eco Dis student  groups. (see AYP Chart)
- DHS received an Academically Unacceptable  (AU) rating in the state accountability system because of failure to

meet the state math standard of 65 % for Hispanic (61%) and for Eco Dis (55%).

## Summary of Needs

- Concentrate on areas of needs to meet AYP standards (specifically for math and reading in Special Ed and for math at the HS level).
- Monitor all student groups that were near or below meeting state or AYP standards regardless of minimum size requirements.

- Determined that the district's plan for increased student achievement was not met because of:
    - the need to better monitor benchmarks/data disaggregation of student groups
    - less frequent walk-throughs by administrators
    - need for more inclusion and access to general curriculum of special ed. student and the need for special ed. inclusion support vs. additional staffing
    - need for more differentiated instruction in the regular classroom setting
    - increase of high mobility rate
    - first year the accountability system was inclusive of all special ed. students testing, minus the 3% exemption
    - the state removed the Texas Projection Measure (TPM) which measured student growth

- Staff will continue to monitor our district achievement using the following data sources; PBMAS, AEIS, PEIMS, AYP, TELPAS, AMAO, and AWARE results.
- District will continue to deliver quality instruction that assures the success of student achievement.

## School Culture and Climate and Dropout Prevention

ADDRESSES ISSUES TO INCREASE ATTENDANCE AND STUDENT COMPLETION/GRADUATION RATE. SEEKS TO MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCIVE TO STUDENT LEARNING AND TO THE VALUES, BELIEFS, TRANSITIONS, AND CUSTOMS WHICH SHAPE THE PERSONALITY/CLIMATE OF THE DISTRICT (HOW PARENTS, COMMUNITY, STAFF AND STUDENTS FEEL ABOUT THE SCHOOL AND AFFECTS HOW PEOPLE INTERACT WITHIN THE SYSTEM).

### GOAL 3 AND GOAL 7

- Goal 3 Dropout Prevention refers to programs and efforts by campuses to ensure that students stay in school and earn a high school diploma.
- Goal 7 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.

### Data Sources Reviewed

- AEIS
- TEA  District Data Table
- Faculty Surveys
- Parent Surveys
- Annual Discipline Report

### Findings/Analysis

### Strengths

- safety audit was positive
- surveillance camera issues being resolved
- renovations making atmosphere safer and more professional
- parent satisfaction has improved over the past 3 years
- graduation rate continues to increase from 82%- 92% from 2007-2009

### Needs

- more public acknowledgement of student achievements not just related to sports
- address the needs of providing counseling services and support for at-risk students
- create a more positive and cooperative atmosphere in school front offices
- more faculty and staff events that create festivity and morale
- opportunities for more school spirit and pride
- stricter enforcement of bullying and harassment

## Summary of Needs

- The secondary campuses need to allow more time availability for counselors to address the needs for at-risk students. This could be accomplished by hiring an additional counselor, or reducing some of their current responsibilities which would allow more time for these services
- Student achievements, not just in athletics, should have more public acknowledgement in the form of banners and/or signs around campuses.
- Give student office aids training on how to greet visitors to the campus as well as how to answer and direct phone calls. This will help in creating a more positive and welcoming atmosphere for visitors and faculty in the front office.
- There should be more scheduled events for interaction and relaxation of faculty and staff such as but not limited to the ideas of potlucks, invitations for chair massages, raffles, etc.
- After cases of bullying and/or harassment, continual follow-up would help decrease the chances of the abuse happening again. Teachers should receive training on how to deal with in class issues and proper consequences should be posted for teacher and student awareness.
- Over the years, there has been an obvious decline in school spirit. During football season, community businesses could participate in decorating windows, billboards, and doors. There could be more encouragement of student participation in homecoming week activities and dressing up for school spirit. Teachers could decorate their classrooms and doors as well as dress up with the students.

# Curriculum, Instruction and Assessment and Technology

DESCRIBES 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. 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.

## GOAL 4 AND GOAL 9

- Goal 4 The curriculum/curricula collectively describes 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.
- Goal 9  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.

## Data Sources Reviewed

- C-Scope
- TPRI
- TAKS Ready
- STAAR Testing
- Benchmark Testing
- AWARE
- PBMAS
- AYP
- Teacher created assessment
- EOC  Testing

## Findings/Analysis

### Strengths

- Kilgo
- In-school/After school tutoring for RTI
- AWARE
- Project Share
- LCD's
- Expanded Wireless Access
- New Computer Labs
- New Teacher Training Labs

### Needs

- Continued training for Kilgo
- Examine GT Program
- ELMOs for all teacher
- Full time Technology Tech
- More computer labs needed
- Budget cuts
- Training for EOC & STAAR

## Summary of Needs

- Reduce internet downtimes
- Things are improving in reference to internet access and less downtime but now experiencing rolling outages causing more downtime due to energy loss
- Ability to make presentations in lab without computer shutdown
- Our staff has shown improved teaching skills through the use of Kilgo
- The continued use of Kilgo, and other technological needs will all be based on funding for the upcoming school year.
- Additional training for curriculum coordinators and classroom teachers in Kilgo alignment and lesson plan development.

## Parent Responsibility/Involvement and Finance

REFERS TO 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.

### Goal 1 and Goal 10

### Data Sources Reviewed

- Goal 1 Parental Responsibility/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.
- Goal 10  Finance refers to the concept that all students shall be educating equitable. The district will focus budgetary allotments on instruction.

- PLN list of activities and # of participants
- Parent climate survey/compares 2008, 2009, 2010
- Annual Review Agenda from Title I-Part A
- District Calendar Events
- Title I-Part A Parent Compact
- PLN Activities/Newsletters/sign-in sheets
- Demographic data/AEIS

### Findings/Analysis

### Strengths

- Better communication with implementation of School Messenger parent notification system; various means of communication
- Parent survey: increased %s in all categories, all but 23 out of 32  were above 80% (17 at or above 85%)
- Community Participation: Dollars for Scholars, Cancer Awareness, Jump Rope for Heart, Pennies for Patients, blood drives, etc
- College/ Career Fair for parents/students at all campuses
- PLN weekly meetings; participation of parents (8) at ESC 20 Family/Comm. Involvement Symposium.
- Multiple parent involvements opportunities: Math/Science Night, Early dismissal 1st 6 weeks for conferences, Meet the Teacher Night, parent breakfast, Open House, etc…
- Active PTO, regular Adult ESL Classes

### Needs

- Still need to investigate way to offer bilingual info on website (59% Hispanic in 2009-10)
- CPR/First Aid training for parents
- Dyslexia Parent Training
- Varied/advanced topics for PLN
- Improve campus websites for calendar of events
- Survey cafeteria food

Summary of Needs

- Since 59% of our students in 2009-2010 were coded as Hispanic, the district still needs to investigate more ways to offer bilingual communications (campus newsletters, school messenger, school website)
- CPR and First Aid trainings need to be offered numerous times during the year for parents, especially for those parents of students with special needs.
- State requires parent meetings of dyslexia students.  This has not been offered in the past few years and needs to be implemented to meet state requirements for our dyslexia parents/students.
- Although PLN offers weekly meetings, more varied and advanced topics need to be offered and at various times (including night meetings).
- There is still a need for campuses to improve weekly/monthly calendar of events on campus websites
- On the Parent Climate Survey the satisfaction of the cafeteria food continues to be under 70% (67% in 09-10).  Investigate possible on-line parent survey for input.
- School messenger/parent notification system has improved communication of campus, emergency, and attendance information to parents.   DISD is fortunate to have a supportive community with businesses and booster clubs.   All campuses are involved in some type of community service, i.e. Dollars for Scholars, Pennies for Patients, Jump Rope for Heart, Relay for Life, etc.

## Personnel and Staff Development

ADDRESSES STAFF QUALITY, RECRUITMENT AND RETENTION OF HIGH-QUALITY, HIGHLY-EFFECTIVE STAFF, AND ASSESSING THE EFFECT OF RECRUITMENT AND RETENTION STRATEGIES ON STAFFING PATTERNS. ALSO INCLUDES PROVIDING PROFESSIONAL DEVELOPMENT OF CREATIVE AND INNOVATIVE TECHNIQUES TO IMPROVE STUDENT LEARNING.

### Goal 5 and Goal 8

- Goal 5   Personnel 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.
- Goal 8   Staff development refers to the district's and campus' providing training to help teachers and staff members grow professionally The goal is also to empower educators with the tools and resources to improve student performance and achievement.

### Data Sources Reviewed

- Staff Development Survey
- CNA 2009-2010
- Recruitment & Retention Plan

### Findings/Analysis

**Strengths**

- HQ Teachers
- Turnover Rate
- Improvement/Maintenance  of test scores
- 360 Walkthroughs/PDAS Reporting system
- Faculty meetings
- Retention of DISD students that become DISD staff

**Needs**

- Paraprofessional appraisal system
- Professional development on differentiated instruction
- Professional development on discipline/management
- Paraprofessional confidentiality
- Professional development that addresses AYP performance measures not met in 2010-11.

### Summary of Needs

- Paraprofessionals having a clear understanding of their evaluation system across the district.
- Update for paraprofessionals student/parent confidentiality
- District offering professional development on discipline/classroom management
- District offering professional development on differentiated instruction
- The district must plan for intensive, sustained professional development to address the needs of student expectations and performance measures missed in AYP.

                      2011 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

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

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

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TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

|  | | Required | | Status |
| --- | --- | --- | --- | --- |
| |----------- 2011 -------------| |--------- 2010 --------| |----- Improvement ------| |---- by Measure --| |

| Performance Results | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | STD | RI | EXCP** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading/ELA (70%/80%/90%)** | | | | | | | | | | | | | | |
| All Students | 1,075 | 1,236 | 87% | 100% | 1,084 | 1,218 | 89% | | -2 | | | RE | - | - | RE |
| African Amer | * | * | 80% | * | * | * | 83% | | -3 | | | - | - | - | - |
| Hispanic | 614 | 731 | 84% | 59% | 613 | 708 | 87% | | -3 | | | RE | - | - | RE |
| White | 435 | 476 | 91% | 39% | 460 | 498 | 92% | | -1 | | | EX | - | - | EX |
| Econ Disadv | 562 | 692 | 81% | 56% | 583 | 686 | 85% | | -4 | | | RE | - | - | RE |
| | | | | | | | | | | | | | | | |
| **Writing (70%/80%/90%)** | | | | | | | | | | | | | | |
| All Students | 235 | 266 | 88% | 100% | 247 | 283 | 87% | | 1 | | | RE | - | - | RE |
| African Amer | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Hispanic | 140 | 156 | 90% | 59% | 143 | 167 | 86% | | 4 | | | EX | - | - | EX |
| White | 93 | 107 | 87% | 40% | 99 | 111 | 89% | | -2 | | | RE | - | - | RE |
| Econ Disadv | 132 | 159 | 83% | 60% | 147 | 174 | 84% | | -1 | | | RE | - | - | RE |
| | | | | | | | | | | | | | | | |
| **Social Studies (70%/80%/90%)** | | | | | | | | | | | | | | |
| All Students | 377 | 401 | 94% | 100% | 373 | 397 | 94% | | 0 | | | EX | - | - | EX |
| African Amer | * | * | * | * | * | * | * | | * | | | - | - | - | - |
| Hispanic | 203 | 224 | 91% | 56% | 208 | 224 | 93% | | -2 | | | EX | - | - | EX |
| White | 164 | 167 | 98% | 42% | 161 | 169 | 95% | | 3 | | | EX | - | - | EX |
| Econ Disadv | 170 | 188 | 90% | 47% | 176 | 188 | 94% | | -4 | | | EX | - | - | EX |

Mathematics (65%/80%/90%)

| All Students | 955 | 1,241 | 77% | 100% | 966 | 1,215 | 80% | Yes | -3 | 0 | No | AA | - | - | AA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| African Amer | * | * | 60% | * | * | * | 67% |  | -7 |  |  | - | - | - | - |
| Hispanic | 537 | 735 | 73% | 59% | 539 | 705 | 76% | Yes | -3 | ** | No | AA | - | - | AA |
| White | 395 | 477 | 83% | 38% | 417 | 498 | 84% |  | -1 |  |  | RE | - | - | RE |
| Econ Disadv | 496 | 698 | 71% | 56% | 512 | 682 | 75% | Yes | -4 | ** | No | AA | - | - | AA |

Science (60%/80%/90%)

| All Students | 434 | 542 | 80% | 100% | 418 | 524 | 80% |  | 0 |  |  | RE | - | - | RE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| African Amer | * | * | * | * | * | * | * |  | * |  |  | - | - | - | - |
| Hispanic | 223 | 304 | 73% | 56% | 221 | 300 | 74% | Yes | -1 | ** | No | AA | - | - | AA |
| White | 198 | 224 | 88% | 41% | 192 | 219 | 88% |  | 0 |  |  | RE | - | - | RE |
| Econ Disadv | 199 | 273 | 73% | 50% | 194 | 271 | 72% | Yes | 1 | ** | No | AA | - | - | AA |

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

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ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA

| ELL Students | 43 | 49 | 88% | | 39 | 44 | 89% | | -1 | | | EX | - | - | EX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

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COMMENDED PERFORMANCE TABLE (na/15%/25%)

| Performance Results | Number at Commended | Number Taking | Pct at Commended | Stu Grp % | |
|---|---|---|---|---|---|
| Reading/ELA |  |  |  |  |  |
| All Students | 327 | 1,236 | 26% | 100% | EX |
| Econ Disadv | 119 | 692 | 17% | 56% | RE |
|  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |
| All Students | 231 | 1,241 | 19% | 100% | RE |
| Econ Disadv | 82 | 698 | 12% | 56% | AA |

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

                          2011 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

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


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


EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2010? | Exceptions Applied |
|---|---|---|---|---|---|
| 20 | 4 | N/A | N/A | N/A | N/A |
_____


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

|           | |---------- Class of 2010 ------------| | | |--- Class of 2009 ----| | | |------ 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 | 116 | 4 | 121 | 95.9% | 100% | 131 | 135 | 97.0% | | -1.1 | | |
| African Amer | * | * | * | * | 1% | * | * | * | | * | | |
| Hispanic | 60 | 2 | 62 | 96.8% | 51% | 59 | 62 | 95.2% | | 1.6 | | |
| White | 55 | 2 | 58 | 94.8% | 48% | 71 | 72 | 98.6% | | -3.8 | | |
| Econ Disadv | 49 | 2 | 52 | 94.2% | 43% | 48 | 49 | 98.0% | | -3.8 | | |

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

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

|  | |------------ 2009-10 ------------| | |--------- 2008-09 ---------| | |----- Required Improvement ------| | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # Dropouts | # 7-8 Graders | Stu Dropout Rate | Grp % | # Dropouts | # 7-8 Graders | Met Dropout Rate | Min Size | Act Chg | RI | Met RI? |
| All Students | 0 | 331 | 0.0% | 100% | 1 | 323 | 0.3% | | -0.3 | | |
| African Amer | 0 | 0 | - | 0% | * | 2 | * | | * | | |
| Hispanic | 0 | 213 | 0.0% | 64% | 0 | 186 | 0.0% | | 0.0 | | |
| White | 0 | 111 | 0.0% | 34% | 1 | 133 | 0.8% | | -0.8 | | |
| Econ Disadv | 0 | 184 | 0.0% | 56% | 0 | 167 | 0.0% | | 0.0 | | |

Dropout data not evaluated for your accountability rating due to small numbers or no data.
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# Devine ISD 2011 AYP <u>Performance</u> Summary

## Performance: Reading/ELA (AYP Target: 80%) *(Note: 2012-87%)*

| Campus/Grades | All Students | African Amer. | Hispanic | White | Econ. Disadv. | Special Ed. | LEP/ Current and Monitored |
|---|---|---|---|---|---|---|---|
| **Devine (gr. 3-5) Intermediate** | 85% | Less than 5 | 83% | 87% | 80% | 58%* | *94% |
| **Devine (gr. 6-8) Middle School** | 86% | Less than 5 | 83% | 90% | 81% | 68%* | *65% |
| **Devine (gr. 10) High School** | 87% | Less than 5 | 81% | 93% | 81% | 56%* | *80% |
| **Devine ISD (gr. 3-8 & 10)** | 86% | *80% | 83% | 89% | 80% | **62% Missed AYP-2nd year [Stage 1 School Improv]** | *79% |

*less than 50 students-Minimum Size Requirement

## Performance: Math (AYP Target: 75%) *(Note: 2012-83%)*

| Campus/Grades | All Students | African Amer. | Hispanic | White | Eco. Disadv. | Special Ed. | LEP/ Current and Monitored |
|---|---|---|---|---|---|---|---|
| **Devine (gr. 3-5) Intermediate** | 81% | Less than 5 | 77% | 86% | 76% | 42%* | *76% |
| **Devine (gr. 6-8) Middle School** | 83% | Less than 5 | 80% | 86% | 78% | 75%* | *75% |
| **Devine (gr. 10) High School** | **57% Missed AYP 1st year** | Less than 5 | **54% Missed AYP 1st year** | **62% Missed AYP 1st year** | **46% Missed AYP 1st year** | 11%* | *40% |
| **Devine ISD (gr. 3-8 & 10)** | 78% | *60% | 76% | 82% | **73% Missed AYP 1st year** | **50% Missed AYP-2nd year [Stage 1 School Improv]** | *71% |

*less than 50 students-Minimum Size Requirement

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2011-2012

**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 and Campus Improvement Plans, Title I-Part A Parent Involvement, 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-Part A public meeting will be held to involve parents in planning, review and improvement of Title I-Part A, Part A programs, including the review of school-parent compact and the district and campus parent involvement policies. | Title I-Part A | Director of Special Programs PLN Facilitators | Fall 2011 Spring 2012 | Sign in sheets Evaluation Forms Minutes |
| 3. Parents will commit to improving student achievement and behavior by signing the Title I-Part A and District School Parent Compact in the district's handbooks and District Student Code of Conduct. | Local and Title I-Part A printing funds | Principals Dir.Spec.Prog/Personnel Campus staff | Forms on file at campus office September 2011 | 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-Part A<br>Local<br>SCE | Family Headstart Services<br>Dir.Spec.Prog/Personnel<br>Parent Learning Network<br>Summer School Staff<br>PLN Facilitators<br>Principals | Public School Week | Schedule of meetings<br>Agendas<br>Sign-in Sheets |
| 6. Communicate literature in English and Spanish to parents with suggestions for working with students at home - magnets, bookmarks, and calendars. | Title I-Part A | Dir.Spec.Prog/Personnel | September 2011-<br>April 2012 | Purchase orders<br>Copies of materials sent |
| 7. Provide a program on successful parenting for teenage parents. | FCCLA<br>Group Counseling<br>State Compensation Education | FCCLA<br>Teachers<br>Parents | August 2011-June 2012 | Class schedules |
| 8. Promote parental/community participation in Community Education Program (Adult ESL). | Local | Dir.Spec.Prog/Personnel | As needed<br><br>Fall, spring, and summer enrollment data | Schedule of classes<br>Sign-in sheets<br>Number of participants who obtain GED and/or citizenship |
| 9. 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<br>Principals | Nurses<br>Counselors<br>Principals<br>Asst. Principals | As needed | Counselors' reports<br>Nurses' reports |
| 10. 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-Part A budget, programs, and district parent involvement policy. | Title I-Part A<br>Local | Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Spec. Ed. Director<br>Counselors<br>Special Prog. Teachers | Fall 2011<br>Spring 2011 | Agendas<br>Information packets,,<br>brochures, sign-in sheets, evaluations |
| 11. 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<br>G/T Consortium | GT Instructor K-5<br>Campus teaches (6-12)<br>Counselors | October 2011<br>March 2012<br>June 2012 | Agenda, copies of items sent to parents, brochures, sign-in sheets, teacher online grade book, student folders |
| 12. Provide parental support to parents of dyslexia students with an annual meeting. | ESC XX<br>Dyslexia Coordinator<br>Dyslexia teachers | Dyslexia Coordinator<br>Dyslexia Teachers<br>Dir.Spec.Prog/Personnel | Fall 2011 | Sign-in sheets |
| 13. Inform/give letters to parents for Optional Flex Year schedule informing them of student participation eligibility. | Local | Admin.<br>Teachers<br>Office Staff | May 2012 | 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 12th grade | GT Instructor Counselor Teachers at Elementary and Secondary | October 2011- March-2012 | 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 2011- June 2012 | 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 2011- June-2012 | 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 2011-June 2012 | 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 2011– June 2012 | Sign- in sheets for volunteers SBDC and DEIC |
| 20. Provide parents campus and district information through district website, parent listserve, School Messenger and monthly event calendars. | District web-site Local The Stampede | Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist | August 2011-June 2012 | Parent Survey |
| 21. Provide parents with names of SBDM and DEIC parent representatives and contacts. | District website Campus websites Newsletters | Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist | August 2011- June 2012 | 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-Part A Parent Learning Network Curriculum | PLN Team | Fall 2011 and Spring 2012 meetings (day & evening meetings) | Sign-in sheet, training topics, evaluation forms, parent survey |
| 23. Provide information and/or training in the following areas:<br>• Drugs/violence<br>• Bullying<br>• CPR/First Aide | Title I-Part A Parent pamphlets for prevention of drug abuse, gangs, and bullying Student handbooks Random Drug Testing Policy | Designated staff Dir.Spec.Prog/Personnel Counselors Principals Asst. Principals C/O Administrators Health Services FCCLA | August 2011- June 2012 | 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 2012 | Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets TELPAS/AMAO parent info |
| 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 2012 | 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 2011- June 2012 | 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 2011 | Parent Sign-in Sheets Parent Survey |
| 28. Utilize 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 2012 | Improved survey results Attendance data |
| 29. Implement revised online parent survey to coordinate with district board goals. | Parent email addresses from School Messenger Survey Monkey Local | Dir.Spec.Prog/Personnel Principals PEIMS clerks | March 2012 | Parent survey results |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2011-2012

**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 TAKS/STAAR/EOC scored in 2012 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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

The percent of all students (summed across grades 3-8 and 10) passing tests will maintain or exceed the state/federal (AYP) average in 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

The percent of White students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average in 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012.

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 2011-2012

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 2011-2012.

**District Objective:** Performance on the Texas Primary Reading Inventory (TPRI) will increase for Kinder, 1st, and 2nd grades.

*Measurement:*          90 percent or more kinder students will be developed on all PA/GK inventories of the TPRI

100 percent or more first grade students will be developed on all PA/GK inventories of the TPRI

90 percent or more second grade students will be developed on all inventories of the TPRI

90 percent or more kinder students will be developed on all two word lists of the TPRI

90 percent or more first grade students will be developed on all four word lists of the TPRI

90 percent or more second grade students will be developed on all four word lists of the TPRI

90 percent or more kinder students will be able to read

90 percent or more first grade students will be able to read Story 5 or 6 with adequate fluency and comprehension

90 percent or more second grade students will be able to read Story 5 or 6 with adequate fluency and comprehension
*Note: Once standards are set by the state, K-2$^{nd}$ grade will set goals for STAAR Ready assessments.*

**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. | Utilize software programs; Compass Learning Program, Plato software, Study Island Lexia, AR Reading, to accelerate TAKS/STAAR/EOC  practice. | 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-Part A School-wide Campus Improvement Plan as required by Title I-Part A Part A SAS-201 and SAS-217 for fiscal year 2012. | Campus Plans Title I-Part A 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-Part A Local Grants AWARE/Eduphoria | Support Personnel Asst. Sup of C&I APs of C&I | August 2011 –July 2012 | Completed and approved application |
| 4. | Process migrant records and identify students. | Region XX Service Center | Dir.Spec.Prog/Personnel | August 2011 –July 2012 | Data entry specialist logs Reports   ESC XX |
| 5. | Conduct Pre-Kinder/Kindergarten Round up. | District | Principal Support staff | June 2011-June 2012 | Enrollment |
| 6. | 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 2011 – June 2012 | Lists of At-Risk students Failure rate reports at six week intervals |
| 7. | Provide 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 |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 8. Provide accelerated instruction for grades 5 and 8 (pending state guidance) and TAKS exit and STAAR/EOC for high school students. | SCE | Dir.Spec.Prog/Personnel Assigned Staff Principals | June 2012 | Attendance documentation for enrolled students TAKS/STAAR/EOC standards |
| 9. 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-Part A | Dir.Spec.Prog/Personnel Spec. Ed. Director | August 2011 – June 2012 | Distribution of document to campus referral committees |
| 10. Provide an array of learning opportunities for At-Risk students that emphasize content in the four core academic areas. | SCE Title I-Part A | Dir.Spec.Prog/Personnel Campus Principals APs of C&I Asst. Sup of C&I | August 2011 – June 2012 | Report Card, Grades, TAKS/STAAR/EOC, TPRI, benchmark tests |
| 11. 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 2011 – June 2012 | Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests |
| 12. 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 2011 – June 2012 | Campus library records Lesson plans Computer lab logs |
| 13. 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 2011 – June 2012 | G/T surveys and/or program evaluation campus G/T organizational plans |
| 14. Review the scope and sequence for the G/T Program by reviewing and revising the gifted curriculum guides in order to meet the cognitive and affective needs of gifted students. | G/T budget ESC XX | Asst. Sup of C&I Principals G/T Teachers | September 2011 and March 2012 | G/T scope and sequence (K-12) Curriculum guides for gifted program |
| 15. 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 2011 –June 2012 | Purchase orders Resource lists |
| 16. 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 2011 – June 2012 | Documentation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 17. Provide direct dyslexia instruction and supplemental instruction program at each campus as needed. | Staff Campus Dyslexia Coordinators Local Lexia | Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators | August 2011 – June 2012 | Class lists of students served |
| 18. Provide information on accommodations for dyslexia students at each campus. | Local Materials SCE | Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators | August 2011 – June 2012 | Sign-in forms Agenda Handouts |
| 19. 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 Lexia | Dir.Spec.Prog/Personnel Campus Dyslexia Coordinator Counselors | August 2011 – June 2012 | Class lists of all students who have been served |
| 20. Provide before or after-school tutorial program for at-risk students. | Principals Teachers SCE | Principals Dir.Spec.Prog/Personnel Assigned teachers | September 2011 – June 2012 | Payroll records Evaluation reports Benchmarks |
| 21. Inform teachers of behavior management and instructional modification strategies at all campuses. | ARD Committee | Counselors Diagnosticians Psychologists Teachers | August 2011 – June 2012 | Implementation of plans and modifications |
| 22. 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 2012 Following annual review | PEIMS data PBMAS report |
| 23. 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 2011– June 2012 | Survey results List of offerings Student schedules |
| 24. 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 2011 – June 2012 | Records of nominees on each campus G/T folders with copies of tests given. |
| 25. 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 2011 – June 2012 | 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 |
|---|---|---|---|---|
| 26. 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 2011 and March 2012 | G/T folders on each campus |
| 27. 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 2011 – June 2012 | G/T student schedules on each campus Lists of course offerings |
| 28. 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 2012 | Credit by examination (CBE) results. Purchase orders for advanced materials. |
| 29. 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 2011 – June 2012 | G/T folder |
| 30. Monitor the ESL program to include instruction in English using ESL instructional techniques. | State adopted materials Supplemental materials ELPS Title I-Part A | Dir.Spec.Prog/Personnel Staff Campus staff | August 2011– June 2012 | Report card grades TELPAS |
| 31. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc. | Printed material Meetings | Appropriate departments Counselors | August 2011– June 2012 | Agenda Sign-in sheets |
| 32. 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 2011– July 2012 | Timelines met |
| 33. Provide necessary staffing to meet needs of special needs students. | PPOG Federal rules and regulations | Spec. Ed. Director | August 2011– July 2012 | Timelines met |
| 34. Provide staff development in Cooperative Discipline, Learning Styles, Modifications, and Relation Building to maximize special ed. student strengths. | ESC XX -Persons with expertise in addressed activities. | Spec. Ed. Director Campus Staff Special Education Staff | August 2011– July 2012 | Number of students being referred to Special Ed. PBMAS Indicators Instructional Arrangements |
| 35. 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 2011– July 2012 | Students being served in special education. |
| 36. Provide Preschool Program for children with Disabilities. | Special Education State Federal | Spec. Ed. Director Special Education Staff | August 2011- June 2012 | Special Education Testing Informal teacher observation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 37. 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 2011- June 2012 | Report Card Grades ITBS TPRI |
| 38. Encourage students to take recommended course-work in order to qualify for Texas Grant Scholarship at collegiate level. | Curriculum | Counselor High School Principal | August 2011- June 2012 | Recommended diplomas |
| 39. Maintain class size according to School FIRST or request waiver to TEA. | Title I-Part A Local (School Financial Integrity Rating System of Texas) | Asst. Sup of C&I Principals | August 2011- June 2012 | STAAR Ready (K-2) TAKS/STAAR/EOC scores |
| 40. Provide testing for K-12 benchmark program in order to identify students at risk of failing TAKS/STAAR/EOC and then provide intervention. | Local Title I-Part A | Asst. Sup of C&I APs of C&I Principals Counselors Teachers | September 2011- June 2012 | Benchmark and TAKS/STAAR/EOC scores |
| 41. Provide accelerated instruction for 3$^{rd}$ through 12$^{th}$ graders who do not pass a portion of the TAKS/STAAR/EOC test. | Curriculum TAKS/STAAR/EOC Practice Resources Local Flex-Year | Asst. Sup of C&I Dir.Spec.Prog/Personnel Principals Teachers | March – July 2012 | TAKS/STAAR/EOC scores |
| 42. Provide accelerated instruction for students in grades K-5 for students who may be at-risk of reading/math difficulties, including dyslexia. | SCE Title I-Part A Ed Jobs | Dir.Spec.Prog/Personnel Principals Interventionist | October 2011-June 2012 | Benchmarks STAAR scores TPRI Reports STAAR Ready Reports |
| 43. 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-Part A SCE | Asst. Sup of C&I K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals | August 2011-June 2012 | Benchmarks STAAR scores TPRI Reports STAAR Ready Reports Classroom Assessments |
| 44. Monitor the vertical alignment of writing, reading, math, social studies, and science in grades K-12. | Local Title I-Part A Rural Tech Grant Kilgo | K-12 ELA, science, math and social studies teachers Reading interventionists and coaches Librarian | August 2011- June 2012 | Curriculum maps |
| 45. Curriculum Teams in the four core-areas will develop benchmarks to gauge student progress. | Local Kilgo contracted services | Curriculum Coordinators Asst. Sup of C&I APs for C&I | August 2011-July 2012 | Assessment Benchmarks |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 46. 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<br>Local and special ed. funding | Spec. Ed. Director<br>Principals<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I | September 2011-September 2012 | Completed Strategic Plan that includes evaluation for each activity.<br>Special Ed. Survey |
| 47. 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<br>PLATO<br>Compass<br>Reading First Model<br>Lexia | Principals, APs of C&I<br>Counselor<br>DSAT committee<br>Asst. Sup of C&I | August 2011- June 2012 | Progress Monitoring<br>Report Cards<br>TAKS/STAAR/EOC Scores<br>Benchmarks |
| 48. Provide campus libraries with additional books and computers to enhance instruction for all core subject areas and increase utilization of library resources. | Local | Librarians<br>Principals<br>APs of C&I<br>Teachers | August 2011- June 2012 | POs for purchasing books and computers<br>Documentation/log-in of teacher/student library use. |
| 49. Employ methods learned through Kilgo training to meet the specific needs of all students. | AWARE/Eduphoria<br>Continued Kilgo training | Asst. Sup of C&I<br>Principals<br>APs of C&I<br>Teachers | August 2011- June 2012 | TAKS/STAAR/EOC Scores<br>Benchmarks |

See Goal 6-*Student Performance* for additional information

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2011-2012

**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<br>Rural Tech Grant | Principals/APs of C&I<br>Teachers<br>Counselors | August 2011- June 2012 | Attendance list<br>Tutorial schedules<br>Payroll time cards<br>Test results |
| 2. Provide career awareness of other post-secondary options besides college (technical schools, etc.) | Local<br>Career Day for PreK – 12<br>FCCLA<br>AG classes<br>Volunteers-Community<br>Internet-research careers<br>ESC 20-COW (Careers On Wheels)<br>Vet Tech, Engineering, Architectural Drafting<br>Digital Media<br>Pharm. Tech | Counselors/Teachers<br>Director Career & Technology<br>AP of C & I | August 2011- June 2012 | Needs assessments<br>Committee members<br>Recommended programs<br>Student schedules<br>Caps and Cops<br>ASVAB Test for 11th graders<br>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<br>Principals<br>Counselors<br>J.P. Judge<br>SRO | August 2011- June 2012 | School enrollment roster<br>Program descriptions |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 4. Refer school dropouts to GED program and Texas Workforce Center. | Staff<br>Attendance Clerks<br>Texas Workforce Center | HS Principal<br>HS Counselor<br>Dir.Spec.Prog/Personnel | Continued as students are found | Records on file |
| 5. Continue Homebound instruction for teen parents and students with medical disabilities. | Community agencies<br>Food stamps as needed<br>Medicaid/WIC<br>SCE | Counselor<br>Homebound Teacher | Time line varies by individual student. | Teen parents remaining in school |
| 6. Maintain attendance report to identify patterns of absences of students at schools. | Attendance data<br>SRO | Principals/APs<br>Attendance Clerks<br>SRO | Daily during the school year | Attendance reports<br>Referrals<br>Communication w/ parent & student |
| 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<br>Court Order | Attendance Clerks<br>Campus Principals<br>Asst. Principals | August 2011- June 2012 | Warning Letter<br>Referral Report<br>Court Records<br>Follow up Report |
| 8. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences. | Parent Learning Network<br>District budget<br>Title I-Part A<br>Headstart | Dir.Spec.Prog/Personnel<br>Headstart staff<br>Principals<br>PLN Facilitators | August 2011- June 2012 | Purchase orders<br>Schedules<br>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.<br>Handouts | MS and HS Counselors<br>Nurses<br>School Health Advisory Council (SHAC) | August 2011- June 2012 | Handouts<br>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<br>Special Education staff<br>Student and Parent | Varies for individual needs | Individual Behavior Management plans<br>Statistical data |
| 11. Continue the operation of a Discipline Alternative Education Campus that offers instructional and counseling services to designated students. | SCE | DAEP Principal and Counselor<br>Regular Ed Teachers<br>APs | Each six weeks<br>Reporting Period | Alternative Hearing Packets<br>Referral letter |
| 12. Maintain a focus on Life Skills to offer choices for success and enhance students' academic performance. | Materials<br>Local<br>Federal | Campus Life<br>Skills Teachers<br>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 2011- June 2012 | 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 2011- June 2012 | 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 | 1st week of the 1st 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 2011- June 2012 | Six wks. Failing End of year failing rate State drop-out rate 8th Grade STAAR Scores |
| 18. Maintain Kinder W.E.R.P. - Early Reading Program | Local | Curriculum Director Kinder Teachers | August 2011- June 2012 | TPRI resutls |
| 19. School Resource Officer will help campuses enforce compulsory attendance laws. | Local | Dir.Spec.Prog/Personnel Campus Principals Assistant Principals SRO Attendance Clerk | August 2011- June 2012 | Attendance report SRO  records |
| 20. Target potential drop-out/at risk students through: • Reading 1st model intervention • Progress Monitoring (RtI) • 5tth and 8th grade Student Success Initiative (SSI) • Exit TAKS/STAAR/EOC | SCE Title I-Part A Local | Counselors Teachers Principals APs | Spring 2012 | 3-9 STAAR/EOC, STAAR M, &STAAR Alt  10-11 TAKS, TAKS A, TAKS M, TAKS Alt, TAKS Exit |
| 21. Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment. | SCE Local | Counselors Teachers Principals Asst. Principals | August 2011- June 2012 | 3-9 STAAR/EOC, STAAR M, &STAAR Alt 10-11 TAKS, TAKS A, TAKS M, TAKS Alt, TAKS Exit PGP |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 22. Provide summer school/accelerated instruction for 5$^{th}$ and 8$^{th}$ graders that do not pass the second administration of the STAAR reading and/or math test (pending state guidance in spring of 2012) | SCE Title I-Part A | Principals APs of C&I Counselors Summer School/TAKS Teachers | June 2012 | Report cards STAAR scores Attendance records |
| 23. Provide after-school and summer credit recovery with PLATO software. | SCE Rural Tech Grant | Principal AP of C&I Counselor Teacher | September 2011-June 2012 | 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 2012 | Sign-in sheets |
| 25. Provide counseling to students with attendance issues. | Local | Counselor AP of C&I | September 2011-June 2012 | Sign-in sheets Attendance data |
| 26. Utilize SchoolMessenger to notify parents of student absences. | Local | Principal Campus PEIMS clerk | October 2011-June 2012 | Daily and six-weeks attendance data |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2011-2012

**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 STAAR Ready (K-2), STAAR (3-8), STAAR/EOC (9), TAKS (10-11) 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 STAAR/EOC/TAKS test format | Asst. Sup of C&I Grade level coordinators Vertical teams | September 2011- June 2012 | 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 2011 - June 2012 | 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 2011- June 2012 | Students' schedules Class Rosters |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 4. Provide strategies to meet the needs of students in grades K-12;<br>  • staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student's development<br>  • counseling and study skills<br>  • conflict resolution, assertive discipline<br>  • instructional models, initiatives<br>  • STAAR/EOC/TAKS<br>  • curriculum timelines<br>  • parent/community involvement<br>  • interdisciplinary instruction<br>  • technology | Materials<br>Video Tapes<br>Library resources<br>Instructional models<br>Staff Development Allotment<br>Technology Allotment | Principals<br>Assistant Principals<br>Counselors<br>Staff development Coordinator<br>AP of C&I | August 2011- June 2012 | Meeting agendas<br>Sign-in Sheets<br>Completion of Certification<br>Evaluation forms |
| 5. Encourage identified Gifted and Talented students on the high school level to investigate and participate in Pre AP courses, Advanced Placement (AP) courses and Dual Credit courses. | G/T Budget<br>G/T Teachers<br>PAP/AP/DC Teachers | Asst. Sup of C&I<br>AP of C&I<br>AP/DC teachers | August 2011- June 2012 | List of G/T students served in AP/Dual enrollment classes<br>2006 Choice slips |
| 6. Increase the array of G/T learning opportunities in core academic areas in grades K-12. Continue training of G/T teachers to reach 30 hours as required and six hours ongoing. | G/T Teachers<br>G/T Budget<br>ESC XX Coop Budgets | Asst. Sup of C&I<br>Principals<br>GT Teachers<br>High School<br>PAP/AP/DC Teachers | August 2011- June 2012 | Teacher lesson plans<br>Course listings<br>Completion of Certification |
| 7. Provide opportunities for PAP/AP Institute training. | PAP/AP grant | Asst. Sup of C&I<br>PAP/AP teachers | June 2011- August 2012 | Sign in sheets<br>Completion of certification |
| 8. Provide reading strategy training for K teachers to support WERP Reading Program. | Local | Asst. Sup of C&I<br>WERP consultants<br>Grade Level Coordinators | August 2011- June 2012 | Sign in sheets |
| 9. Investigate implementing PAP classes at MS. | Local | Asst. Sup of C&I<br>AP of C&I<br>Principal | August 2011- June 2012 | Choice slips |
| 10. Maintain and evaluate at risk reading intervention strategies K-5. | WERP materials<br>ESC XX consultant<br>SSIG | Asst. Sup of C&I<br>Principals<br>K-5 Teachers & Interventionist<br>Dir.Spec.Prog/Personnel | August 2011- June 2012 | Pre and Post Tests<br>Lesson Plans<br>TPRI |
| 11. Investigate matrix for G/T identification and re-evaluation. | Local | Counselor<br>Principal<br>AP of C&I | August 2011-June 2012 | Meeting agenda<br>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 and reading intervention strategies utilizing Kilgo scope and sequence and DISD customized lesson plans reflecting essential areas to address.* | ESC XX consultant Kilgo consultant | Asst. Sup of C&I Principals Teachers & Interventionists Dir.Spec.Prog/Personnel | August 2011-June 2012 | Pre & Post Test Lesson Plans TPRI/TAKS/STAAR results AYP and PBMAS resutls |
| 13. Provide supplemental resources with Living Science materials and media services. | ESC XX Local | HS Librarian Science Coordinators | August 2011-June 2012 | 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 2011 Spring 2012 | 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 2011-June 2012 | Summary reports |
| 16. Use TAYSHAS Reading Club 9-12. (College Preparation Novels) | Books/Texas Library Assoc. Reading List | HS Librarian | August 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment |
| 19. Provide in-service opportunities for ESL strategies through ESC XX co-op. | Title I-Part AII ESC XX | Dir.Spec.Prog/Personnel | August 2011-June 2012 | 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 2011-June 2012 | Contest results Judges Evaluation |
| 21. Implement ELPS into lesson plans and instruction for all teachers of ELL students. | Local ESC XX Title III-Part A | Teachers APs of C&I | August 2011-June 2012 | STAAR/EOC/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 2011-June 2012 | Notations in counselors' report, Lesson plans Discipline referrals |
| 23. Utilize benchmark tests K-12 aligned to TEKS and STAAR/EOC/TAKS, WEBCAT, and TMDS benchmark. | Local Testing materials | All Staff | August 2011-June 2012 | 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 2012-June 2012 | 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 2011-June 2012 | Sign-in sheets |
| 26. Implement STAAR/EOC/TAKS plan to target student expectations/objectives for TAKS at-risk students on each campus. | Local | Asst. Sup of C&I Academic Team TAKS coordinators | August 2011-June 2012 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 2011-June 2012 OFYP | Master schedules |
| 28. Procure released TAKS test for student practice and/or STAAR/EOC samples. | Local Title I-Part A | Asst. Sup of C&I Principals APs of C&I | August 2011-June 2012 | STAAR/EOC/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 2012 | Benchmark calendar for planning |
| 30. Create enrichment reward time for students that mastered STAAR/EOC/TAKS objectives | Local | Principals | August 2011-June 2012 OFYP | Schedules CIP initiatives STAAR/EOC/TAKS scores |
| 31. Ensure the district communicates state and federal promotion and graduation requirements. | Local Secondary handbooks | MS and HS Principals | August 2011-June 2012 | 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 2011-June 2012 | 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<br>Local | Asst. Sup of C&I<br>Principals<br>APs of C&I | Annually | Publication of maps |
| 35. Integrate elective curriculum by aligning TEKS to core area STAAR/EOC/TAKS objectives. | Time<br>Local | Asst. Sup of C&I<br>AP of C&I | August 2011-June 2012 | STAAR/EOC/TAKSSponge Activities<br>Aligned curriculum<br>Workshop Records |
| 35. Incorporate Technology Application skills into all K-12 classes. | Local<br>Hardware and software | AP of C&I | August 2011-June 2012 | Lesson plans, Technology Apps software, and lab logs |
| 36. Plan crossover activities with core/CTE teachers (lateral/vertical) | Time<br>Local | Asst. Sup of C&I<br>AP of C&I<br>CTE Director<br>CTE Teachers | August 2011-June 2012 | Staff development calendar<br>Sign-in sheets<br>CTE Reports |
| 37. Provide expanded course offerings in science at HS level. | Local | HS Principal<br>Asst. Sup of C&I<br>AP of C&I | August 2011-June 2012 | Master Schedule |
| 38. Investigate implementing additional courses at MS in order to receive HS credit. | Local | MS & HS Principals<br>Asst. Sup of C&I<br>MS & HS Counselors<br>AP of C&I | August 2011-June 2012 | Master Schedule<br>Choice slips |
| 39. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech) | Local<br>Carl Perkins | HS Principal<br>HS Counselor<br>CTE Director<br>Asst. Sup. of C&I | August 2011-June 2012 | Choice Slips<br>CTE Report |
| 40. K-12 Curriculum Coordinators will continue to meet monthly to align TEKS and SEs, discuss "challenging" TEKS & SEs, share ideas, and refine the DISD lesson plan design.* | Time for scheduling<br>Local | Asst. Sup of C&I<br>APs of C&I<br>Curr. Coordinators<br>Principals | Monthly | Sign-in sheets<br>Agendas<br>Lesson plan |
| 41. Continue double-block mathematics course for freshman meeting at risk criteria. | Time for scheduling<br>Local | HS Principal<br>Counselor<br>AP of C&I | Annually | Master Schedule |
| 42. Enhance curriculum management system using KILGO strategies to impact instructional practices and improve student performance through sustained staff development. | Local<br>Rural Tech Grant<br>Kilgo consultant | Principals<br>AP of C&I,<br>Curriculum Coord.<br>Asst. Sup. of C&I | August 2011-June 2012 | Instructional Focus Doc. (IFD)<br>Vertical Alignment Doc. (VAD)<br>Year-at-a-Glance (YAG)<br>STAAR/EOC/TAKS/TPRI |
| 43. Meet federal standards for curriculum alignment and assessment through TEKS and ELPS alignment of campus curriculum. | Local<br>KILGO | Principal<br>AP of C&I,<br>Curriculum Coord.<br>Asst. Sup. of C&I | August 2011-June 2012 | Instructional Focud Doc. (IFD)<br>Vertical Alignment Doc. (VAD)<br>Year-at-a-Glance (YAG)<br>STAAR/EOC/TAKS/TPRI<br>TELPAS |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 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 2011-June 2012 | Lesson plans, SHAC agenda and minutes Fitnessgram reports |

*Incorporated with DHS-School Improvement Plan (SIP)

## DEVINE INDEPENDENT SCHOOL DISTRICT
### DISTRICT ACHIEVEMENT PLAN
### 2011-2012

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

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

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

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

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

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

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

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under NCLB using the following strategies/activities (#1-16): | | | | |
| 1.  Identify and recruit qualified teachers from the surrounding universities and other states. | Colleges and Universities Job fairs/web sites | Dir.Spec.Prog/Personnel | July 2011-June 2012 | 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 2011-June 2012 | Recruiting schedules |
| 3.  Maintain employment for ASHA certified Texas licensed speech therapists. | Colleges and Universities Job fairs/web sites | Spec. Ed. Director | July 2011-June 2012 | 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 I-Part A<br>Title I-Part A | Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Campus principals | August 2011-June 2012 | Staff development survey, annual review of teacher certification |
| 5. The district will provide reimbursement for the ExCET/TExES test in high needs areas to assist teachers in becoming highly qualified. | Title I-Part AI, Part A | Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Campus principals | August 2011-June 2012 | H/Q teacher certificate |
| 6. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language. | Colleges and universities | Dir.Spec.Prog/Personnel<br>Principals | June 2011-June 2012 | Recruiting schedules<br>Teacher contracts |
| 7. Use stipends in areas of critical need such as ESL and Gifted/Talented. | Identification Procedures/Process | Superintendent | August 2011-June 2012 | Implementation of stipends<br>Salary Schedule |
| 8. Promote student teaching participation in the schools. | Texas area colleges and universities | Superintendent | August 2011-June 2012 | Increased number of student teachers |
| 9. Utilize recruitment and retention plan to assist administrators in hiring highly qualified teachers that meet the districts core values. | Recruitment and retention plan<br>Core values interview questions | Principals<br>Dir.Spec.Prog/Personnel | July 2011-June 2012 | Increase number of HQ teachers |
| 10. Collect and edit available statistical reports to meet local needs. | TASB Salary Survey<br>Salary comparison of surrounding districts | Dir.Spec.Prog/Personnel | July 2011-June 2012 | Reports |
| 11. District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience. | Local | Superintendent | July 2011-June 2012 | Teacher Salary Schedule |
| 12. Provide first and second year teachers with local and contracted mentoring support. | Title I-Part A<br>Title II-Part A<br>Contracted Services | Dir.Spec.Prog/Personnel | August 2011-May 2012 | List of mentors<br>Documented observations<br>Sign-in sheets |
| 13. Recognize teachers for outstanding students' performance and growth. | Local | Principals | June 2012 | Awards |
| 14. Provide appreciation awards for teachers/staff with perfect attendance. | Local | Recruitment/retention committee | August 2011- June 2012 | 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-Part A<br>Title II - Part A<br>ESC XX | Principals<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I | August 2011-June 2012 | Sign in sheets<br>Certificate |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 16. Review and maintain HQ status of teachers on an annual basis. | NCLB HQ guidelines HQ compliance reports ESC XX personnel co-op | Dir.Spec.Prog/Personnel | June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | 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 2011 | 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 2011-June 2012 | 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 2011-June 2012 | Agendas Signature Acknowledgment |
| 22. Provide orientations and presentations to campus leadership concerning special populations. | Presentation | Spec. Ed. Director | August 2011-June 2012 | Campus announcements |
| 23. Provide orientation for substitutes each semester. | Principals Central Office Personnel | Dir.Spec.Prog/Personnel | September 2011 January 2012 | Applications Handouts |
| 24. Newspaper ads/ job openings releases of actual positions open in the Special Education Dept. | Newspaper Ads Website | Spec. Ed. Director | August 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | Gaps / Individualized need driven rather than tradition driven. Time lines met |
| 27. Provide campus curriculum coordinator stipends for oversight of curriculum alignment, STAAR/EOC/TAKS remediation, and RtI to increase student performance. | Local | Asst. Sup. of C&I Principals APs of C&I Curriculum Coordinators | August 2011-June 2012 | Benchmarks STAAR/EOC/TAKS TPRI |

| 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 Ed Jobs | Principal Classroom teachers | August 2011-June 2012 | TPRI scores STAAR/EOC/TAKS results TELPAS results |
| 29. Provide paraprofessionals criteria for annual evaluation. | Local | Principal Director of Special Program/Personnel | August 2011-March 2012 | Sample copies of evaluations |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2011-2012

**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 STAAR , STAAR M, and STAAR Alt. 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 STAAR ,STAAR M, STAAR Alt. 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/ STAAR/EOC, STAAR M, STAAR Alt results to appropriate special population departments:<br>• Career & Technology<br>• Special Education<br>• ESL<br>• At - Risk<br>• G/T<br>• Dyslexia<br>• Federal Programs | Special population reports | Counselor<br>Dir.Spec.Prog/Personnel<br>Asst. Sup of C&I<br>Spec. Ed. Director<br>APs of C&I | August 2011-June 2012 | Summary reports |
| **2.** Distribute TAKS specifications, STAAR sample items, WERP Reading pretest, released TAKS/ STAAR/EOC, STAAR M, STAAR Alt. tests, and TPRI, to provide in-service training as requested. | STAAR/EOC/TAKS specifications<br>Released TAKS/SDAA tests<br>WERP materials<br>Pre/Post Tests<br>Benchmark tests<br>Local | Principals<br>Counselors<br>Reading Coaches<br>APs of C&I | August 2010-June 2011 | Evaluation of TAKS, STAAR, WERP, Pre/Post Tests<br>Benchmark tests, TPRI |
| 3. Provide remediation lists generated from TAKS, STAAR/EOC, STAAR M, STAAR Alt., WERP, and DRA, TAKS, TPRI results to appropriate teachers for tutorial purposes. | Remediation lists<br>Local | Staff<br>Principals<br>Counselors<br>Teachers<br>APs of C&I | August 2011-June 2012<br>Optional Flex Year | Remediation lists<br>Tutorial lists<br>Teacher time cards on file<br>Report card |
| 4. Revise and monitor teacher developed tests that include open ended questions, higher order thinking skills designed to be used with the K-12 grade alignments and use TAKS, STAAR/EOC test format. | Local | Principals<br>Staff | August 2011-June 2012 | Teacher developed tests<br>Lesson plans |
| 5. Monitor TAKS, STAAR/EOC exemption processes for special education. | Exemption Criteria<br>Special Ed. Strategic Plan | Principals<br>Spec. Ed. Director<br>Counselors<br>APs of C&I | August 2011-June 2012 | Exemption lists<br>ARD documentations |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 6. | Utilize TAKS, STAAR/EOC resources materials. | Plato Lab Compass, Computer Lab, State Release Tests, Practice Tests, Skills Bank, Basics Computer Lab, TAKS/STAAR/EOC period SCE | Staff Computer facilitators | August 2011-June 2012 | Test results by campus & by teacher Computer facilitator results |
| 7. | Enable disabled students to achieve measurable gains in IEP goals as demonstrated by progress measured using the Brigance Inventory of Basic Skills. | Materials test | Staff Spec. Ed. Director | End of year, following annual reviews | Documented goals and gains in IEP as measured by the Brigance Inventory of Basic Skills. |
| 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 2011-June 2012 | Students must have completed Alg. II and English II. Published criteria, applications, and test results. |
| 9. | Coordinate the administration of the TAKS or STAAR 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 2011-2012 | TAKS, STAAR/EOC TELPAS, Special Ed. state assessments, and TPRI results by district, campus and teacher |
| 10. | Provide for TAKS, STAAR/EOC review. | Local Time Varied Resources | Principals Teachers APs for C&I | August 2011-June 2012 | TAKS, STAAR/EOC results Benchmark results |
| 11. | Distribute and insure the use of state generated test data relating to TAKS, STAAR/EOC 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 2011-June 2012 | Test data and reports Distribution schedule AEIS |
| 12. | Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4th, 5th, 7th & 8th grade students who will take the ACT or SAT tests. | ACT & SAT forms; TIP materials | Principals Counselors | December 2011– May 2012 | 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 2011-June 2012 | Evaluation forms Schedule on file Technology Plan |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 14. | Enhance student performance through counseling for prevention and intervention in drug abuse and violence. | Staff | Staff Counselors Principals, APs, SRO, South Texas Rural Health | August 2011-June 2012 | Staff records / Counselor records Student performance in grades/on TAKS, STAAR/EOC |
| 15. | Provide TAKS collaborative staff development for high school teachers in the areas of math, social studies, science, reading, writing, for teaching TAKS objectives and strategies. | Vertical Teams ESC XX | Asst. Sup of C&I | August 2011-June 2012 | 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 2011-June 2012 | TAKS, STAAR/EOC, STAAR Ready and TPRI Reading Tests Results |
| 17. | Build in campus incentives for doing well on TAKS STAAR/EOC benchmarks. | Local | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS, STAAR/EOC, STAAR Ready test gains TAKS, STAAR/EOC, STAAR Ready gap closure |
| 18. | Recognize commended and/or improved TAKS, STAAR/EOC, STAAR Ready scores through student recognition program. | Local | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS, STAAR/EOC, STAAR Ready test gains TAKS, STAAR/EOC, STAAR Ready gap closure |
| 19. | Recognize teachers for exemplary performance. | Local | Principals Asst. Sup of C&I APs for C&I TAKS coordinators | Annually | TAKS, STAAR/EOC, STAAR Ready test gains TAKS, STAAR/EOC, STAAR Ready 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 2011-June 2012 | PBMAS indicator will decrease. |
| 21. | Decrease over identification of special ed. students through training (i.e. limited English proficiency needs, etc…) and use of response-to-intervention (RtI) as mandated in Standard State regulations. | PEIMS data ARD documentation IEP documentation | Special ed. and regular ed teachers Pre-referral committee Diagnosticians Counselor Principals Case Manager | August 2011-June 2012 | Reduction of PBMAS indicator Meeting AYP in areas of special ed. assessment PEIMS data |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 22. | Reduce the achievement gap between low performing students (and/or students with modified instruction) and all students by providing instruction and remediation in small group settings with the use of classroom teachers, interventionist, and instructional aides. | Local, SCE Title I-Part A | Principal Classroom teachers | August 2011-June 2012 Flex year-May 22-June 1, 2012 | (K-3)TPRI scores (3-9) STAAR (M, Alt)/EOC results (10-12)TAKS (A, M, Alt), TAKs exit 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 2011-June 2012 | TPRI scores TAKS, STAAR/EOC |
| 24. | Provide life skills classroom with materials/touch screens to enhance success through assistive technology needs. | IDEA | Special Ed. director Diagnostician Campus Administrators | August 2011-June 2012 | (3-9) STAAR M or Alt results (10-12)TAKS A, M, or Alt IEPs/ARD records |
| 25. | Implement student assessment data management system (AWARE) for analyzing TAKS, STAAR/EOC testing data, developing benchmarks, and building TEKS-aligned assessments. | Local | Principal Classroom teachers | August 2011-June 2012 | (K-3)TPRI scores (3-9) STAAR (M, Alt)/EOC results (10-12)TAKS (A, M, Alt), TAKs exit scores TELPAS Benchmarks |
| 26. | Implement plan and procedures for meeting AYP in special ed. reading and math performance. | Local Title I-Part A | Principal, AP of C&I, Counselors, Diags Special Ed. Director, ESC 20 | September 2011-June 2012 | TAKS, STAAR/EOC scores AYP results |
| 27. | Monitor number of special education students in least restrictive environment in order to reduce PBMAS indicator for Sped #6, #7 and #8. | Local | Principal, AP of C&I, Counselors, Diags Special Ed. Director, ESC 20 | September 2011-June 2012 | PEIMS reports Performance Indicator Level on PBMAS report |
| 28. | Enhance student achievement though a highly qualified, rigorous curriculum that is researched based with proven results. | Study Island Compass PLATO Lexia | Teachers | August 2011-June 2012 | STAAR Ready TAKS, STAAR/EOC scores SAT/ACT |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 29. Target the student expectations/objectives for *at-risk* students and implement STAAR/TAKS acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards, be provided effective and timely assistance. <br> Target percentages for TAKS/STAAR/EOC: <br> State: <br> 70%-Reading/ELA (grades 3-11) <br> 65%-Math (grades 3-11) <br> 70%-Science (grades 5, 8, 9-11) <br> 60%-Social Studies (grades 8, 9-11) <br> (% based upon 2010-11 standards; 2011-12 TBD) <br> Federal: <br> AYP-80% Reading/ELA (grades 3-8 &10 in all student groups) <br> AYP-83% Math (grades 3-8 & 10 in all student groups) <br> *(see AYP Chart-pg. 20)* | Local <br> Title I-Part A <br> SCE | Assistant Sup. of C&I <br> Director of Special Ed. <br> Director of Special Prog. <br> Campus Administrators <br> ESC 20 SpEd Facilitators <br> Contracted Services/Kilgo <br> Curriculum Coordinators | August 2011-June 2012 | TPRI scores <br> TAKS/STAAR results <br> TELPAS results <br> PBMAS indicators <br> AYP results |

See Goal 2 –*Student Learning* for additional information

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2011-2012

**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 Texas Education Code. Update as necessary. | Student Code of Conduct TASB Services | Principals Superintendent Dir.Spec.Prog/Personnel | August 2011-June 2012 | 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 2012 | 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 ESC XX | Principals Dir.Spec.Prog/Personnel Asst. Principals | August 2011-June 2012 | Completed EOP |
| 4. Implement safety measures in Emergency Operation Plan as provided by Texas School Safety Center (TxSSC) | Local ESC XX | Dir.Spec.Prog/Personnel Emergency Operations Planning Team | August 2011-June 2012 | Annual review of EOP and safety audit completion. |
| 5. Incorporate "Words of Wisdom" into daily announcements for character building (PreK-8). | Local | Counselors | August 2011-June 2012 | Discipline referrals |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 6. 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<br>Teen Dating Violence Toolkit<br>ESC XX | Dir.Spec.Prog/Personnel<br>DHS and DMS Principals, Assistant Principals, and Counselors | February 2012-June 2012 | Documentation of communication and policy/ programs implemented |
| 7. Provide teen dating violence training to teachers, administrators, and support staff. | Local<br>Teen Dating Violence Toolkit<br>ESC XX | DHS and DMS Principals, Assistant Principals, and Counselors | February 2012-June 2012 | Documentation of training<br>Sign-in sheets |
| 8. 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<br>Teen Dating Violence Toolkit<br>Listserv<br>Devine News<br>FCCLA<br>ESC XX | DHS and DMS Principals, Assistant Principals, and Counselors,<br>FCCLA Teacher | February 2012-June 2012 | Documentation of communication and programs implemented |
| 9. 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<br>DHS and DMS Principals, Assistant Principals, and Counselors | February 2012-June 2012 | Documentation of students counseled, and appropriate forms.<br>Teen Dating Violence Notebook |
| 10. Maintain parent and community in-service on parenting skills through PLN (Parent Learning Network). | Title I-Part A<br>PLN<br>Headstart | Dir.Spec.Prog/Personnel<br>PLN Team | August 2011-June 2012 | Calendar of workshops<br>Sign-in sheets |
| 11. Provide Second Step Violence curriculum at the middle school for prevention of violence and drug abuse. | Local<br>ESC XX | Dir.Spec.Prog/Personnel<br>Counselor | August 2011-June 2012 | Lesson plans |
| 12. Provide district Discipline Alternative Education Program as an alternative to expulsion. | SCE | Superintendent<br>MS and HS Principals | August 2011-June 2012 | Records on file at schools |
| 13. Utilize the SRO for campus security and assistance with truancy, | Local | Superintendent<br>Principals<br>Dir.Spec.Prog/Personnel | August 2011-June 2012 | SRO reports |
| 14. Distribute information about district's academic programs and other school related news for publication in The Devine News and on district website. | Film for pictures<br>Digital camera | Principals | August 2011-June 2012 | Printed materials |
| 15. Provide link for board agenda and minutes for regular called board meetings. | Local | Dir.Spec.Prog/Personnel<br>Sup. Secretary | August 2011-June 2012 | Copies on file |
| 16. Use drug dogs at middle and high school for weapons, drug and alcohol detection. | Local | Superintendent<br>Principals | August 2011-June 2012 | Reports on file |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|
| 17. 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 2011-June 2012 | Reports from Pinnacle |
| 18. Educate students and parents on random student drug testing. | Policy FNF (Local) Q&A online | Principal Dir.Spec.Prog/Personnel | August 2011-June 2012 | Parent Survey |
| 19. 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 2011 | Presentations documented |
| 20. Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs. | Local | Transportation Dir. Superintendent | August 2011-June 2012 | Purchases/Orders Work Orders |
| 21. Use In-school suspension (ISS) at secondary level as alternative to suspension. | Local | Principals Asst. Principals | August 2011-June 2012 | ISS Student List Referral Forms |
| 22. Provide and maintain cell phones and/or two way radios for transportation use and crowd control at ball games. | Local | Superintendent | August 2011-June 2012 | Systems on campuses and in use |
| 23. Provide 1-800 Crime stoppers number for students to report possible violations. | Local | Dir.Spec.Prog/Personnel Principals & Asst. Principals SRO | August 2011-June 2012 | Reports on file |
| 24. Increase number of surveillance cameras on all campuses to help deter and determine student violations and vandalism. | Local | Dir.Spec.Prog/Personnel Principals and Asst. Principals | August 2011-June 2012 | Surveillance CD and Discipline reports |
| 25. Provide safety awards for maintenance, transportation, and cafeteria. | Local | Transportation Dir. Dir. Cont. Services Food Service Director | May 2012 | Payroll records |
| 26. Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes. | Inspection forms | Food Service Director | August 2011-June 2012 | Inspection reports |
| 27. Continue nutritional analysis and menu review for all schools. | Nutritional analysis program manager | Food Service Director | August 2011-June 2012 | Menus |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 28. | Conduct annual in-service training for correct use and mixture of hazardous chemicals for maintenance and cafeteria. | TASB in-service | Dir. Cont. Services<br>Food Service Director | Spring 2012 | Agenda<br>Sign-in sheets |
| 29. | 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<br>Lead Nurse<br>Food Service Director<br>PE Teachers<br>School Health Advisory Committee (SHAC) | August 2011-June 2012 | Wellness Brochures<br>Website<br>Documented activities for all stakeholders |
| 30. | Maintain Material Safety Data Sheets. | MS Data Sheets | Dir. Cont. Services | August 2011-June 2012 | Completed material safety data sheets |
| 31. | Conduct a community-school climate survey with 70% initial satisfaction. | Survey Monkey<br>Local | Superintendent<br>Administrative staff | Spring 2012 | Survey results |
| 32. | Conduct annual faculty survey using Strategic Plan objectives to measure campus climate. | Local<br>Survey Monkey | Dir.Spec.Prog/Personnel<br>Sup. Secretary<br>Principals<br>Superintendent | Annually-Spring 2012 | Survey results with increased satisfaction |
| 33. | Maintain and evaluate recognition and incentive program. | Local | Superintendent<br>Administrative staff | Annually | Areas of recognition |
| 34. | 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<br>SchoolMessenger-automated notification system<br>Counselor's Corner<br>Local | Administrative staff | August 2011-June 2012 | Medias utilized<br>Parent/Climate Survey results<br>Faculty survey results<br>School Messenger Reports |
| 35. | Review and evaluate consistent professional policies across all campuses including core values and ethics. | Time to organize committee and training and budget for subs.<br>Strategic Plan | Superintendent<br>Asst. Sup of C&I | August 2011 | Agendas, committee notes, sign-in sheets, development of policies |
| 36. | Review and use DISD Facilities Master Plan for current and projected needs and growth. | Time<br>Survey results<br>Facilities Master Plan<br>Strategic Plan | Superintendent<br>Facilities committee | August 2011-June 2012 | Facilities Master Plan and reports |
| 37. | Investigate additional local, state and federal funding to implement facilities and resources' master plan. | Time to locate additional funding | Superintendent<br>Facilities committee | August 2011-July 2012 | Report to school board and public |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 38. | Prioritize safety needs in order to meet all safety standards as determined by the facilities' committee. | Safety survey District Safety Master Plan EOP audit results | Superintendent Facilities committee | August 2011-June 2012 | Survey results reported in Master Plan |
| 39. | 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 Communication Plan | Administrative staff | August 2011-June 2012 | Parent involvement activities on campus calendars, SBDM sign-in sheets, publications Parent/Climate Survey results Faculty Survey Results |
| 40. | Establish and maintain business/community partnership programs on each campus. | Coordination time and budget for projects | Administrative staff Principal | August 2011-June 2012 | Implementation and review of programs |
| 41. | Provide positive behavior management techniques and CPI training at each campus, including the transportation department by the district's LSSP. | TEA guidelines Local | Principals Counselors Teachers Special Ed. Director LSSP | August 2011-June 2012 | Discipline Referrals |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 42. | Discipline data integrity will be maintained for all Data Integrity Monitoring (DIM) indicators | DIM Manual Action Code and Reason Tables Chapter 37 Texas School Safety Center | Principals and Asst. Principals District PEIMS Coordinator Dir.Spec.Prog/Personnel | August 2011-June 2012 | Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM) |
| 43. | 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 2011-June 2012 | Master Schedule Parent Survey Sign-in sheets |
| 44. | Participate in Atascosa JJAEP as an alternative to expulsion. | SCE | Superintendent MS/HS Principals & Asst. Principals | Sept. 2011-June 2012 | Records on file at schools |
| 45. | 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 2012 | Developed plan |
| 46. | Reduce the number or special ed. student referrals to ISS and/or DAEP by providing classroom management and behavior support training. | Training Local Special Ed. | Special Ed. Director | Sept. 2011-June 2012 | Reduced number of special ed. ISS/DAEP referrals in Special ed.-Performance Based Monitoring Analysis System (PBMAS). |
| 47. | 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 2011-June 2012 | School Messenger generated reports Parent Survey |
| 48. | Continue to address the ongoing needs of bullying and harassment through school assemblies, staff development, and on-campus programs. | Local Texas School Safety Center | Dir. Spec. Prog/Personnel Principals APs Counselors SRO | August 2011-June 2012 | Reduction of discipline referrals/bullying referrals Parent survey |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2011-2012

**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 I-Part A Title II-Part A | Principals Dir.Spec.Prog/Personnel | August 2011-July 2012 | 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 2011-July 2012 | Documentation of teachers that participated |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 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 2011-July 2012 | Purchase orders for AP sessions |
| 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 2011-June 2012 | 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 2011-June 2012 | Sign-in sheets |
| 7. | Provide staff development to all paraprofessional staff regarding confidentiality. | Local Contract attorneys Employee handbook | Principals | August 2011 | 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 2011-June 2012 | Sign-in sheets Training Sessions |
| 9. | Provide technology workshops at selected campuses. | Computer upgrades ESC XX staff | Asst. Sup of C&I | August 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | Workshops Agendas Campus documentation |
| 12. | Assist in coordinating staff development identified in Campus Improvement Plans to include TPRI, PDAS, TAKS/STAAR/EOC 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 2011-June 2012 | Workshop schedules Agendas Campus documentation to include sign-in sheets Evaluation Summaries |
| 13. | Present Texas Reading Initiative workshops to new K-3 grade teachers and provide training in the TPRI administration. | ESC XX | Asst. Sup of C&I Elementary / Intermediate Principals | August 2011-June 2012 | Schedules Agendas Sign-in forms Evaluation forms |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 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 2011-June 2012 | Documentation of sessions offered |
| 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 2011 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 2012 | 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 I-Part A/AYP Title II-Part A Title II-Part A ESC XX Coop | Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2011-June 2012 | Professional development calendar Sign-in and evaluation forms AYP results |
| 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 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | 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-Part A | Asst. Sup of C&I Reading Coaches ESC XX Consultants | May 2012 | Evaluation forms |
| 23. | Provide extended training for curriculum coordinators and EOC teachers to provide implementation support and guidance for new STAAR and EOC. | Local ESC XX Title I-Part A/AYP | Asst. Sup of C&I | September 2010-June 2011 | Evaluation forms |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 24. | Encourage staff development specifically for health professionals. | ESC XX workshop | Asst. Sup of C&I Nurse | August 2011-June 2012 | Attendance in workshop |
| 25. | Provide safety instruction for transportation, maintenance, and cafeteria employees. | Local | Food Service Director Dir. Cont. Services Transportation Dir. | August 2011-June 2012 | Sign-in Sheets |
| 26. | Provide discipline management instruction for bus drivers. | ESC XX | Transportation Dir. | August 2011-June 2012 | Sign-in Sheets |
| 27. | Provide paraprofessional training for Special Education. | Special Education ESC XX Special Ed. Strategic Plan | Spec. Ed. Director | August 2011-June 2012 | Purchase Orders Sign-in Sheets |
| 28. | Provide cross grade level communication meetings. | Local | Principals Asst. Sup of C&I APs of C&I | August 2011-June 2012 | Meetings |
| 29. | Provide staff development for all personnel in technology, conflict resolution and discipline management. | Local | Principal Asst. Sup of C&I | August 2011-June 2012 | Sign-in sheets |
| 30. | Provide opportunities for middle school and high school content teachers to attend ESL strategy workshops. | Title I-Part A ESC XX Bi/ESL coop | Dir.Spec.Prog/Personnel | August 2011-June 2012 | Attendance in workshop |
| 31. | Provide staff development for paraprofessionals that would increase their ability to assist in instructing readings, writing and math. | Title I-Part A Title II-Part A | Principal Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | Record of attendance and college transcripts |
| 35. | Provide opportunities for teachers to demonstrate educational strengths. | Time and budget | Asst. Sup of C&I | August 2011-June 2012 | Staff development agendas |
| 36. | Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op. | Title I-Part A Title II-Part A Title III-Part A Local | Principals Dir.Spec.Prog/Personnel | August 2011-June 2012 | Certificate of completion |

| | **Strategies for Improvement of Student Performance** | **Resources Needed** | **Staff Responsible** | **Time lines for ongoing monitoring** | **Formative Evaluation Criteria** |
|---|---|---|---|---|---|
| 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-Part A ESC XX | Principals Dir.Spec.Prog/Personnel | August 2011-June 2012 | Certificates of completion |
| 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 2011-June 2012 Annually | Certificates s of completion Special Ed. evaluative survey as defined in Spec. Ed. Strat. Plan-Objective 4 |
| 39. | Provide employee training in emergency response and security audit training for a designated team as required by TEC Section 37.108 | ESC XX Texas School Safety Center Local Emergency Operations Plan | Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I | August 2011-June 2012 | Sign-in sheets Certificates of completion<br><br>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 ESC 20 facilitator | CO Administrators Principals APs | September 2011-May 2012 | 360 data input TAKS Passing rate Evidence of curriculum alignment |
| 42. | Provide intensive, sustained professional development to address the needs of student expectations, differentiated instruction in the inclusion classroom, instructional strategies for student engagement, and effective use of content mastery.<br>• Kilgo Training<br>• School Improvement Conference<br>• Special Ed. –inclusion and assessment<br>• 504 Conference<br>• Mentoring and teacher support (observations and conferencing) | Local Title I-Part A/AYP SCE Title II-Part A | Assistant Sup. of C&I Director of Special Ed. Director of Special Prog. Campus Administrators ESC 20 SpEd Facilitators Contracted Services-Kilgo/Mentoring Curriculum Coordinators | September 2011-June 2012 | TPRI scores TAKS/STAAR results TELPAS results PBMAS indicators AYP results |

# DEVINE INDEPENDENT SCHOOL DISTRICT
## DISTRICT ACHIEVEMENT PLAN
### 2011-2012

**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 2011-2012 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 2011-June 2012 | IEP's/ARD records |
| 2. Provide district schools distance learning capabilities through: <br>• Online <br>• Distance Learning <br>• KLRN | Instructional Technology Guidelines District E-mail Local | Tech. Director Asst. Sup of C&I HS Librarian MS Librarian | August 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | 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 2012 | 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 2011-June 2012 | 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 2011-June 2012 | 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 2011-June 2012 | Students work Teacher training |
| 9. Implement District Technology (three-year) Plan. | Technology Plan Records | Technology Committee | August 2011-June 2012 | Surveys; Technology records |
| 10. Maintain Waterford Reading Program and methodologies in Kinder. | Local Hardware and Software | Asst. Sup of C&I Kinder Teachers Principal SBDM Committees | August 2011-June 2012 | Purchase orders Student rosters WERP, STAR, TPRI, and ITBS testing |
| 11. Provide teacher and student training on graphing calculators to prepare for class work and STAAR/EOC/TAKS math assessment. | ESC consultants Casio consultants | Designated MS and HS math teachers | August 2011-June 2012 | Contracts Sign in sheets Attendance certificates |
| 12. 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 2011-June 2012 | Evaluations and Benchmark Test |
| 13. 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 2011-June 2012 | Session Evaluations and TPRI |
| 14. Provide AWARE training for analyzing student performance/data. | Local ESC XX | Asst. Sup of C&I Academic Team | August 2011-June 2012 | Sign-in sheets |
| 15. 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 2011-June 2012 | Sign-in sheets |
| 16. Update district and campus websites to reflect student and school information. | Technology budget | Superintendent Tech. Director Principals | August 2011-June 2012 | Website changes and updates published on web |

| | Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|---|---|---|---|---|---|
| 17. | 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 2011-June 2012 | Website changes and updates published on web |
| 18. | 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 2011-June 2012 | Attendance at functions and conferences |
| 19. | Perform needs assessment (hardware/software space to student ratio) | Time | CTE Coordinator | Fall 2011 | Needs Assessment |
| 20. | 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 2011 | Lesson plans/lab logs |
| 21. | Emphasize career connections in all K-12 classes. | Time to implement Kuter online | CTE Coordinator Campus counselors Teachers | Fall 2011 | Lesson plans |
| 22. | Maintain special ed. management program to increase efficiency of completing and maintaining ARD data. | e-Sped | Special Ed. Diagnosticians Speech Therapist | August 2011-June 2012 | ARD documentation |
| 23. | 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 |
| 24. | Provide Texas Library Connection software to better utilize library functionality. | Local | Lead Librarian | August 2011-June 2012 | PO and documentation of use |
| 25. | Utilize TxEIS student management software for coordination of student registration, attendance, and discipline. | Local | Campus PEIMS Clerk Business Manager Counselors Principals, APs | August 2011-June 2012 | Discipline Integrity Management reports through PBMAS |
| 26. | 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 2011-June 2012 | POs Technology Plan Goals Faculty Survey |

# DEVINE INDEPENDENT SCHOOL DISTRICT
# DISTRICT ACHIEVEMENT PLAN
## 2011-2012

**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-Part A 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, including Ed Jobs Analysis of budget and needs | Superintendent Asst. Sup of C&I Principals Directors Business Manager | January-June 2012 | 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 | Superintendent Business Manager Principals Directors | January – June 2012 | 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 2012 | 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, 2011 - June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | Campus budgets Purchase orders Annual independent financial audit report |
| 9. Oversee workers compensation program. | Workers Compensation Commission Compliance manuals | Superintendent Business Manager | July 1, 2011-June 30, 2012 | Annual audit |
| 10. Prepare, implement, administer, and control the annual budget. | TxEIS software Staff | Superintendent Business Manager | July 1, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | District budget Annul independent financial audit Report |
| 15. Ensure that the payroll is timely and accurate and consistent with all employee benefit providers' such as TRS, IRS, etc. | TxEIS to include making and using to establish an "Electronic Transfer" of payroll checks to employees' individual bank accounts. | Business Manager Payroll | July 1, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | 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, 2011-June 30, 2012 | PO Lease purchase agreement |
| 27. | Review the needs for new equipment for food service, maintenance, custodial, and transportation departments to establish priorities and to create a phase-in plan for needed purchases. | Local | Food Service Director Maintenance Director Transp/Cust. Director Business Manager | August 2011 – July 2012 | Equipment Master list |

## 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, Part A-Devine ISD uses its Title I-Part A 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 I-Part AI, 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 I-Part AII: 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. Ed Jobs -The Education Jobs Fund (Ed Jobs) program is a new Federal program that provides assistance to States to save or create education jobs for the 2010-2011 and 2011-12 school years. Jobs funded under this program include those that provide educational and related services for early childhood, elementary, and secondary education.

Devine Independent School District Improvement Plan 2011-2012

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

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

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

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

(6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A 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-Part A 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, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are riot fiscally combined with Title I-Part A, 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, 2011-2012

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 STAAR. | | | | | |
|---|---|---|---|---|---|
| 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-16 (0.16 FTEs) SCE-$99,228 Instructional aides Title I-Part A | Principal AP of C&I Dir.Spec.Prog/Personnel | August 2011-June 2012 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 -$2,500 | Principal AP of C&I | August 2011-June 2012 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 -$1,500 Instructional supplies | Principal Technology Aide | August 2011-June 2012 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 -$500 Title I-Part A Local | Principal Reading Interventionist | August 2011-June 2012 SW Comp-2,9 | DRA Reports TPRI Reports Classroom Assessments | Reading/ELA grades List of exited students |
| **Staff Development** –Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level. | SCE -$1,000 Title I-Part Title II-Part A Part A | Dir.Spec.Prog/Personnel Principals | August 2011-June 2012 SW Comp-4 | 360 observation tool | Administrative observations of at-risk strategies applied in the classroom. |

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

| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
|---|---|---|---|---|---|
| **Reading/Math-STAAR Materials-**Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives. | Certified teachers SCE-$7,000 | Principal | August 2011-June 2012<br><br>SW Comp-2,9 | Teacher test Grade cards STAAR Ready results | Passing applicable component of STAAR in 3rd grade |
| **HOMEBOUND-**Provide homebound academic instruction to identified students as appropriate. | Certified teachers SCE-$250 | Principal | August 2011-June 2012<br><br>SW Comp-2,9 | Tests and quizzes provided by classroom teacher. Grade card | Passing grades Promotion |
| **LEP Summer School Program-**Provide summer school for LEP students entering kinder and first grade, pending eligible numbers. | 1 Certified ESL teacher (1 FTE) SCE-$5,000 | Principal Dir of Special Prog/Personnel | June/July 2012-6 wks/ 4 hours per day<br><br>SW Comp-2,9 | Grade cards OLPT TELPAS/1st grade | Summer school progress reports OLPT TELPAS |
| **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. | Reading Interventionist Title I-Part A Ed Jobs | Principal | August 2011-June 2012<br><br>SW Comp-2,3 | Teacher test Grade reports Progress monitoring Running records | Achieve "Developed" status on TPRI ITBS Performance STAAR Ready |
| **Optional Flex Year Program-** In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that are in danger of failing a grade level and/or did not meet attendance requirements in order to maintain grade level equivalency and pass specific subject areas. | Local | Principal APs AP of C&I, Teachers | May 22-June 1, 2012<br><br>SW Comp-2,9 | Benchmarks Report cards | EOY Assessments Report Cards |

# Campus-Level SCE Services, 2011-2012

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.

## Devine Intermediate School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR. | | | | | |
|---|---|---|---|---|---|
| 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-20(0.13 FTEs) SCE-$121,537 Instructional aides Title I-Part A | Principal AP of C&I Dir.Spec.Prog/Personnel | August 2011-June 2012  SW Comp-2,9 | Lesson Plans Teacher tests Grade reports | Passing applicable component of STAAR AYP results TELPAS results PBMAS results |
| **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-$2,500 | Principal AP of C&I | August 2011-June 2012  SW Comp-2,9 | Benchmarks Teacher tests Grade reports | Passing applicable component of STAAR |
| **Dyslexia** (Grade 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix and Tier II/Tier III Reading First interventions as well Take Flight/Scottish Rite strategies and Lexia computer program for additional support. | SCE-$500 Title I-Part A Local | Principal Reading Interventionist | August 2011-June 2012  SW Comp-2,9 | TPRI Reports Classroom Assessments | Reading/ELA grades List of exited students |
| **Staff Development** –Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level. | SCE -$1,000 Title I-Part A Title II-Part A | Asst. Sup of C&I Dir.Spec.Prog/Personnel Principals | August 2011-June 2012  SW Comp-4 | 360 observation tool | Administrative observations of at-risk strategies applied in the classroom. |

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

| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
|---|---|---|---|---|---|
| **STAAR Materials-**Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives. | Certified teachers SCE-$6,000 | Principal | August 2011-June 2012 <br><br> SW Comp-2 | Teacher test Grade cards | Passing reading and math STAAR |
| **Homebound-**Provide homebound academic instruction to identified students as appropriate. | Certified teachers SCE-$250 | Principal | August 2011-June 2012 <br><br> SW Comp-2,9 | Tests and quizzes provided by classroom teacher. Grade card | Passing grades Promotion |
| **Summer School**-Provide accelerated instruction for fifth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines. | 2 certified teachers (2 FTEs) SCE-$5,000 Title I-Part A Local | Principal, Certified Teachers GPC | June/July-2012 <br><br> SW Comp-2,9 | Teacher tests Grade cards AIP (Accelerated Instruction Plan) | Promotion AIP |

## Additional Services available to support At-Risk Students (not funded by SCE)

| Strategy/Activity | Resources | Staff Responsible | Timeline & SW Component | Formative Evaluation | Summative |
|---|---|---|---|---|---|
| **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. | Reading Interventionist Title I-Part A Ed Jobs | Principal | August 2011-June 2012 <br><br> SW Comp-2,3 | Benchmarks Teacher test Grade reports Progress monitoring Running records | Passing reading STAAR |
| **Optional Flex Year Program-** In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that failed STAAR or are in danger of failing a grade level and/or did not meet attendance requirements in order to maintain grade level equivalency and pass specific subject areas. | Local | Principal APs AP of C&I, Teachers | May 22-June 1, 2012 | Benchmarks STAAR Report cards | EOY Assessments Report Cards |

# Campus-Level SCE Services 2011-2012

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 STAAR. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **PRIDE (Purpose, Respect, Integrity, Discipline, Excellence) CLASS** Students receive assistance on STAAR test-taking skills. | Certified Teachers-25 (0.13 FTEs) SCE -$159,984 | Principal Asst. Principal of C&I | August 2011-June 2012 | Teacher tests Grade cards | Pass all classes STAAR results |
| **After School & Saturday School Tutorials-**Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives. | Certified teacher, SCE-$2,500 Supplies Rural Tech Grant | Principal | August 2010-May 2011- | Teacher tests Grade cards | Passing final grade in all core subjects STAAR results |
| **Dyslexia** -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support. | SCE-$900 (materials and assessment stipend) Local | Principal Dyslexia teacher Assessment teacher | August 2011-June 2012 | Benchmarks Lexia reports | Reading/ELA grades ELA STAAR |
| **Staff Development –**Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level. | SCE -$1,000 Local Title I-Part A/AYP Title II-Part A | Principal Asst. Sup. C&I Dir Spec. Prog/ Personnel | August 2011-June 2012 | 360 observation tool | Administrative observations of at-risk strategies applied in the classroom. |

| Summer School- Provide accelerated instruction for eighth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines. | 2 certified teachers (2 FTEs) SCE-$5,000 | Principal, Certified Teachers GPC | June- 2012 | Teacher tests Grade cards AIP (Accelerated Instruction Plan) | Promotion AIP |
|---|---|---|---|---|---|

| **Objective:** To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **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. | 1 principal, 2 certified, teachers (3 FTEs) SCE-$165,000 Supplies SCE $5,000 (incorporated w/ HS funds) | DAEP Principal DAEP Teachers | August 2011- June 2012 | Teacher tests Grade cards | Passing grades Stay in school |
| **JJAEP**-Participate in Atascosa JJAEP as an alternative to expulsion | (same funds as above) | Superintendent MS/HS Principals Asst. Principals DAEP Principal | August 2011- June 2012 | First semester record of student attendance | Yearly record of student attendance |
| **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-$500 | Principal | August 2011- June 2012 | Teacher tests Grade cards | Passing all core subjects |
| **STAAR Materials-**Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives. | Instructional supplies; SCE-$3,500 | Principal | August 2011- June 2012 | Teacher tests Grade cards | Passing applicable component of STAAR |

| Additional Services available to support At-Risk Students (not funded by SCE) | | | | | |
|---|---|---|---|---|---|
| **Strategy/Activity** | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **PLATO Lab** – Provide student support and remediation for core subject areas and TAKS with PLATO software. | Local | Principal | August 2011-June 2012 | Pre/Post Test | Passing STAAR and passing grades |
| **District SRO** will help campuses enforce compulsory attendance laws. | Local City of Devine | Principal Asst. Principal Attendance clerk | August 2011-June 2012 | 6 weeks Attendance Reports SRO Reports | Annual Attendance Reports |
| **Optional Flex Year Program-** In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that failed STAAR or are in danger of failing a grade level and/or did not meet attendance requirements in order to maintain grade level equivalency and pass specific subject areas. | Local | Principal APs AP of C&I, Teachers | May 22-June 1, 2012 | Benchmarks STAAR Report cards | EOY Assessments Report Cards |

# Campus-Level SCE Services, 2011-2012

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/STAAR. | | | | | |
|---|---|---|---|---|---|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| **In School Math & Science Enrichment (STAAR Intervention)** Students receive additional academic instruction to achieve mastery of STAAR objectives. | 3 certified teachers (0.26 FTEs) SCE-$36,239 | Principal Certified teachers | August 2011-June 2012 | Practice TAKS tests Grade cards Benchmarks | STAAR results |
| **After School & Saturday School Tutorials-** Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives. | Certified teacher SCE-$4,500 Supplies Rural Tech Grant | Principal | August 2011- May 2012 | Teacher tests Grade cards | Passing final grade in all core subjects STAAR results |
| **Dyslexia** – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support. | SCE-$500 Supplies Local | Principal Counselor | August 2011- May 2012 | Benchmarks Lexia reports | Reading/ELA grades ELA TAKS/STAAR |
| **Staff Development—**Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level. | SCE -$2,000 Local Title I-Part A/AYP Title II-Part A reservation | Principal Asst. Sup. C&I Dir Spec. Prog/ Personnel | August 2011- May 2012 | 360 observation tool | Administrative observations of at-risk strategies applied in the classroom. |
| **Summer School-**Certified teachers provide accelerated instruction to students who have failed a TAKS or EOC test and are eligible for re-testing. | Certified teachers (3.0  FTEs) SCE-$10,000 | Principal AP of C&I | June/July 2012 | Teacher tests Progress reports | TAKS exit results EOC resutls |
| **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. | 1 principal 2 certified teachers (3 FTEs) SCE-$165,000 Supplies SCE-$5,000 (incorporated w/ MS funds) | DAEP Principal DAEP Teachers | August 2011- June 2012 | Teacher tests Grade cards | Passing grades Stay in school |

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

| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
|---|---|---|---|---|---|
| **JJAEP**-Participate in Atascosa JJAEP as an alternative to expulsion | (same funds as above) | Superintendent MS/HS Principals, APs DAEP Principal | August 2011-June 2012 | First semester record of student attendance | Yearly record of student attendance |
| **Provide PGP** (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS/EOC re-testers. | Counselor (1.0 FTE) SCE -$2,000 Local | Principal Asst. Principal Counselor AP for C & I | August 2011-June 2012 | Grade cards | Pass TAKS/EOC |
| **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 2011-June 2012 | Teacher tests Grade cards | Passing all core subjects |
| **TAKS/STAAR Materials-**Core curricula is augmented by teachers using TAKS/EOC materials to help students achieve TAKS/EOC objectives. | Instructional supplies SCE-$3,900 | Principal | August 2011-June 2012 | Teacher tests Grade cards | Passing applicable component of TAKS/EOC |

**Additional Services available to support At-Risk Students (not funded by SCE)**

| | | | | | |
|---|---|---|---|---|---|
| **PLATO Lab** – Provide student support and remediation for core subject areas and TAKS/STAAR with PLATO software | Local | Principal | August 2011-June 2012 | Pre/Post Test | TAKS/EOC results Passing core subjects |
| **District SRO** will help campuses enforce compulsory attendance laws. | Local, City of Devine | Principal Attendance clerk | August 2011-June 2012 | 6 weeks Attendance Reports SRO Reports | Annual Attendance Reports |
| **Optional Flex Year Program -** In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that failed TAKS/EOC or are in danger of failing a grade level and/or did not meet attendance requirements in order to maintain grade level equivalency and pass specific subject areas. | Local PLATO Lab | Principal APs AP of C&I, Teachers | May 22-June 1, 2012 | Benchmarks TAKS/EOC Report cards | EOY Assessments Report Cards |

Section 1

## Background Information

### 1.1 Introduction

House Bill 1041 in the 81st Legislative Session of 2010 calls for a policy to be place in the district improvement plan that addresses sexual abuse of children. Texas Education Code 38.0041 and BQ (Legal) states this plan must include:

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

### 1.2 Purpose

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

### 1.3 Objectives

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

### 1.3.1 Primary objectives:

To provide procedures for:

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

**Identification and Definitions**

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

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

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

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

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

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

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

"**Documentation**" includes the following:

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

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

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

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

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

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

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

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

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

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

| Neglect | | |
|---|---|---|
| **Behavior of an adult who abuses children** | **Behavior of an abused child** | **Physical indications of child abuse** |
| • Behaviour indicates rejection of the child, e.g. child is left in cot or bedroom for long periods of time;<br><br>• Ignores the child's loving approaches, refuses to hold the child's hand or hold her or him close;<br><br>• Indicates the child is unwelcome;<br><br>• Indicates the child is difficult to care for, e.g. the child is "demanding" and "difficult to feed". | • Listless and makes few or no demands, e.g. seldom cries;<br><br>• Little or no interest in the environment;<br><br>• Little or no movement, e.g. lies still in bed;<br><br>• Does not react to strangers' attempts to stimulate her or him;<br><br>• Shows little fear of strangers, e.g. does not react to them;<br><br>• Begs or steals food;<br><br>• Continually tired, listless or falling asleep;<br><br>• Says that nobody at home looks after her or him;<br><br>• Irregular attendance at school;<br><br>• Destructive and aggressive;<br><br>• Inappropriate clothing, poor personal hygiene, continually hungry;<br><br>• Physical and medical needs don't receive attention. | • 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.)<br><br>**The following physical characteristics are often present in neglected children:**<br>• Child is pale and emaciated;<br><br>• Very little body fat in relation to build, e.g. folds on buttocks; skin feels like parchment owing to dehydration;<br><br>• Constant vomiting and/or diarrhoea;<br><br>• 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** |
| • Exceptionally protective towards child and jealous;<br><br>• Discourages contact with peer-group when there is no supervision;<br><br>• Acts seductively towards child;<br><br>• Indicates that the spouses have marital problems;<br><br>• Abuses alcohol and/or drugs. | • Sexual play with self, others and toys;<br><br>• Sexual vocabulary and/or behaviour not age-appropriate;<br><br>• Drawings or descriptions with sex theme not age-appropriate;<br><br>• Strange, sophisticated or unusual sexual knowledge, e.g. flirtation;<br><br>• Promiscuity and/or prostitution;<br><br>• Continual absconding;<br><br>• Fear of seduction by members of the opposite sex;<br><br>• Unwilling to participate in certain activities;<br><br>• Sudden deterioration in school progress;<br><br>• Poor relations with peers;<br><br>• Withdrawal, fantasising, uncommonly childish behaviour;<br>• Crying without provocation;<br><br>• Depression, attempted suicide. | • Pain or unusual itching of genitals or in anal area;<br><br>• Torn, stained or bloodstained underwear;<br><br>• Pregnancy;<br><br>• Injuries to genitals or anal area, e.g. bruises, swelling or infection;<br><br>• Sexually transmitted diseases;<br><br>• Difficulty in sitting or walking;<br><br>• Regular urinary infection;<br><br>• Throat irritations and/or soreness or mouth sores owing to forced oral sex. |

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

> ***Note to the educator:***
>
> - Any information to do with child abuse is confidential and must be handled with great discretion.
>
> - The reporting and investigation of child abuse must be done in such a way that the safety of the learner is ensured.
>
> - Justice must not be jeopardized, but at the same time the support needed by the learner and her or his family must not be neglected.

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

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

   As stated in FFG (EXHIBIT):

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

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

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

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

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

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

1. **THE COMPLAINANT'S DETAILS:**
   - Name in full
   - Age
   - Sex
   - Present grade

- Home address and telephone number
- Details of parents or caregiver

2. **THE NATURE OF THE INCIDENT:**

- What did the alleged offender say to the complainant?
- What action did the alleged offender take against the complainant?
- Where did the alleged offender touch the complainant?
- Did the alleged offender threaten the complainant?
- What did the complainant say or do during the incident?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Section 4**

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**Assistance and Intervention**

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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).

| 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, 2012. | | | | |
| **Evidence of Need** | **Activity** | **Timeline** | **Staff Responsible** | **Resource** | **Analysis of Program & Impact** |
| **Priority For Service Students**<br><br>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 | Ed Spec Supervisor System Spec Support Staff | PFS Report District Contact Campus Counselors | SSA District Staff receive monthly notification of PFS students |
| | Identify students in need of priority for services and provide priority placement in migrant supplemental programs. | Monthly | System Spec Ed Spec Supervisor | PFS Report | 100% of PFS students obtained supplemental services |
| | Provide appropriate placement/ programs for students not meeting the State content standards or mastering TEKS objectives. Examples: tutoring, State Assessment (TAKS, STAAR, and EOC) redemption, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, etc), summer school, or community resources/services. | Year Round | Ed Spec Supervisor Counselor Recruiter | Graduation Plans State Assessment Scores Transcripts District Contact Campus Counselors | Increase in number of students completing partial credit and/or passing  State Assessment |
| | Collect and analyze sources of student data to determine progress toward graduation. | Year Round | Counselor | Graduation Plans Transcripts State Assessment Scores Campus Counselors | Increased number of students completing partial credit and/or passing State Assessment |
| | Provide an opportunity for appropriate school personnel to attend the Demystifying the Mexican School System conducted at the Education Service Center Region 20. | TBA | Counselor | Session Material | Participant evaluations |

# 2011-2012 SSA Migrant Districts/Devine ISD
## Education Service Center Region 20

| Migrant Education Program: Priority For Service Action Plan | | | | | |
|---|---|---|---|---|---|
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| **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, 2012. | | | | |
| **Evidence of Need** | **Activity** | **Timeline** | **Staff Responsible** | **Resource** | **Analysis of Program & Impact** |
| **Priority For Service Students**<br><br>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. | Year Round | Counselor | Session Material Transcripts Graduation Plans | Counselor feedback |
| | Ensure students have an opportunity to continue the class from previous school/district/state. | Year Round | Counselor | Transcripts Graduation Plans | Counselor follow-up On-Time for Graduation |
| | 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 | Ed Spec Supervisors Counselor Recruiters Tutors District Contacts | PAC meeting Referrals Home/school visits Community Outreach Fair School Supply Distribution | Parent evaluations/feedback Counselor follow-up Tutor feedback Student feedback |
| | Provide opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population. | Year Round | Ed Spec Supervisor Counselor Recruiter | iLearning Sessions District contact | Participant evaluations Participant feedback |
| | Provide summer school for reinforcement of content standards for the current school year. | June-July | Ed Spec Supervisor Tutors Counselor Recruiter | Project Smart curriculum District contact | Teacher evaluations Parent evaluations Pre/Post Assessments |

| Migrant Education Program: Priority For Service Action Plan | | | | | |
|---|---|---|---|---|---|
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| **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, 2012. | | | | |
| **Evidence of Need** | **Activity** | **Timeline** | **Staff Responsible** | **Resource** | **Analysis of Program & Impact** |
| **Priority For Service Students**<br><br>Continued, Page 3 | Provide district contacts with Priority for Service criteria and a copy of the PFS action plan to be included in their DIP. | July-September | Ed Spec Supervisor Support Staff | District Contact | District DIP on file |
| | Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy. | Monthly | System Spec Ed Spec Supervisor | PEIMS Contact NGS Reports | 100% of accuracy of migrant coding |
| | Identify dropout students to provide information regarding options for obtaining diploma/ GED. | Year Round | Ed Spec Supervisor Counselor District contact Campus Counselor Recruiters | NGS Reports PEIMS Reports | Reduced number of dropouts |
| | Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental. | Year Round | Ed Spec Supervisor District Contacts | PFS Student Services Spreadsheet PFS Report | Completed spreadsheet from each SSA district on file |
| | Provide an opportunity for migrant middle school students (aimed at PFS) served to address academic and social needs. | Bi-Annually | Counselor Ed Spec Supervisor Recruiters Support Staff System Spec | Middle School Leadership Academies Campus Counselors District Contacts | Student feedback Student evaluations District staff feedback |