

DEVINE INDEPENDENT



SCHOOL DISTRICT IMPROVEMENT PLAN 2012-13

Table of Contents:

District Improvement Plan Cover Page.....Page 1

Table of Contents.....Page 2

Mission Statement.....Page 4

AdministrationPage 5

District Education Improvement Committee (DEIC) MembersPage 6

Comprehensive Needs Assessment.....Page 7

2012 AYP Performance Summary Chart.....Page 16

2012 Bridges STAAR/TAKS Scores (Intermediate & Middle School).....Page 17

2012 Preliminary STAAR/EOC ScoresPage 18

Goal 1 - Parent ResponsibilityPage 19

Goal 2 - Student LearningPage 23

Goal 3 - Drop-out PreventionPage 28

Goal 4 – CurriculumPage 32

Goal 5 – Personnel.....Page 38

Goal 6 - Student PerformancePage 41

Goal 7 – ClimatePage 46

Goal 8 - Staff Development, Research, and EvaluationPage 51

Goal 9 – Technology.....Page 56

Goal 10 – FinancePage 59

Addendum

Use of Other Resources Page 61
Overview of State Compensatory Education Page 62
District SCE Policies and Procedures Page 64
Campus Level SCE Services Page 65
Policy on Sexual Abuse in School..... Page 74
Migrant Education Program: Priority for Service Action PlanPage 84

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
JC Zamora, Director of Finance

CAMPUS ADMINISTRATION

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

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

Linda McAnelly

Scott Sostarich

Glenda Allen

Ricky Rodriguez

Elementary Rep-Brenda Gardner

High School Rep-Christie Kendrick

Superintendent

Asst. Superintendent of Curriculum/Instruction

Admin Rep/Special Prog./Personnel Director

Special Education Director

DEIC Chairperson

DEIC Co-Chairperson

Elementary Campus

Brenda Gardner

Julie Petrash

Carly Parson

Alison Brown

Christine Ozer-Parent Rep

Intermediate Campus

Michael Wagner

Susan Fregeau

Robyn Wheeler

Joe Navarro

Safia Gallrad-Parent Rep

Middle School Campus

Michael Murphy

Michael Fuller

Bill Lorraine

Bryce Dishman

Lorna Mann-Parent Rep

High School Campus

Steve Anderson

Rosanne Lopez

Christie Kendrick

Rebecca Meek

Brenda Burford-Parent Rep

Community Representatives

Barbara Moore-Driscoll Public Library

Melissa Simmons

Business Representatives

Philip Fitch-Security Bank

Butch Cook-South Texas Trophies

2012-2013 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
 - State Bridging Study Scores for STAAR (since no standard was set for first year of STAAR implementation)

Findings/Analysis

Strengths

- Academic performance increased district wide in all core areas and all tests taken during 2009-10.
- Increase completion rate for graduation.
- Participation exceeding 99% on state assessments.
- Implemented KILGO training methods to identify target specific student needs (SEs).
- Based upon 2010-11 AEIS: Dropout rate went from 0.5% to 0.3%.
- Based upon 2010-11 AEIS: ELL progressed (State 80%/Devine ISD 88%)
- Because of Required Improvement, DHS met AYP (see AYP Chart)
- Special Ed scores showed much improvement with a

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 again in Eco-Dis math, placing the district in Stage 2 School Improvement. (see AYP chart)
- DMS missed AYP (year 1) in reading and math for All Students, Hispanic, Eco-Dis, and in reading for White (see AYP chart).
- In 2011, DHS received an Academically Unacceptable (AU) rating in the state accountability system because of

lower number of over students enrolled in sped student group.

failure to meet the state math standard of 65 % for Hispanic (61%) and for Eco Dis (55%). DHS will keep the AU rating for a 2nd year since all ratings remain the same until STAAR standards are set.

- Several student groups did not meet the **percentage** standard in AYP, but met AYP because of Required Improvement gains or student groups did not meet minimum size requirements. Great gains will need to be met in some areas in order to meet AYP for 2012-13.

Summary of Needs

- Concentrate on areas of needs to meet AYP standards (specifically for math and reading in Special Ed, math at the HS level, and math and reading at the MS).
- Monitor all student groups that were near or below meeting state or AYP standards regardless of minimum size requirements.
- Continue with determinations from 2011 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.
- Implement strategies identified in Stage 1 School Improvement according to Stage 2 criteria
- The district needs to review schedules for math classes and staffing patterns to reduce student-teacher ratios.
- Ensure student engagement through interactive, student-centered lessons.

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

- 2010-11 AEIS
- TEA –AYP District Data Table
- 2011 December Faculty Survey
- 2012 Spring Parent Survey
- 2011-12 Public Reporting on School Safety

Findings/Analysis

Strengths

- safety audit was positive
- Number of surveillance camera continue to increase across the district
- Continued renovations have made for a safer and more professional atmosphere
- Faculty survey opinion is that facilities are well-maintained
- Four-year completion rate has steadily increased the past few years
- First year of in-district DAEP implementation proved to be successful

Needs

- Continue to increase public acknowledgement of student achievements
- Parent/student surveys to obtain opinion on school culture and climate
- Student Academy Center for students at-risk of dropping out
- Solutions/programs to address a lower graduation rate (dropped 1.5% from 2010-2011)
- Staff and student training on bullying awareness, recognition, prevention, and interaction procedures

Summary of Needs

- Continue to make strides in public recognition of student achievements. The district needs to promote/market the positives that are happening at DISD.
- Address the problem of bullying/harassment in schools: all employees need training in the recognition, prevention, and interaction procedures when dealing with bullying and harassment.
- Parent/Student surveys are needed to get perception on school procedures, safety, academics, etc...
- During the same time period that the four-year completion rate has increased, the overall graduation rate has decreased. This is a result of a small percentage of students that take longer than four years to graduate. A program is needed to meet the needs of students that are at-risk of not graduating within four years.

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

- Kilgo
- TPRI-K-3
- STAAR Ready (K-1)
- STAAR Testing (3-12)
- Benchmark Testing
- AWARE/Eduphoria
- PBMAS
- AYP
- EOC testing results

Findings/Analysis

Strengths

- Kilgo-continued use of scope and sequence placed on temp drive for easy access
- Continue in-school/after school/during school tutoring for RTI
- Use of AWARE/Eduphoria
- Project Share
- LCD's
- Total wireless at all campuses
- New Computer Labs
- New Teacher Training Labs and iPad training
- iPad stations per grade level

Needs

- Continued training for Kilgo
- Expand GT program for MS
- ELMOs for all teacher
- Need for additional technician
- Full time Technology Tech
- More computer labs needed
- Budget cuts
- Training for EOC & STAAR-time for Lead Forward training
- Technology supplies (i.e., ink for printers)

Summary of Needs

- Reduce internet downtimes
- Ability to make presentations in lab without computer issues
- Our staff has shown improved teaching skills through the use of Kilgo and AWARE/Eduphoria.
- Technology and local funds used to purchase iPad stations per grade level
- 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.
- ELMOs for all teachers
- Expand G/T curriculum for Devine Middle School
- Additional personnel for tech support
- Training for EOC and STAAR-Time for Lead Forward training
- Need of technology supplies to maintain technological equipment (such as ink and bulbs for projectors)

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
 - School Messenger Parent Phone Survey (May 2012)
 - Annual Review Agenda from Title I-Part A
 - District Calendar Events
 - Title I-Part A Parent Compact and Needs Assessment
 - PLN Activities/Newsletters/sign-in sheets
 - Demographic data/AEIS

Findings/Analysis

Strengths

- Better communication with implementation of School Messenger parent notification system; phone & email; improved website/language translations
- Parent survey: Approx. 570 participated in School Messenger phone survey(64% > satisfaction on all ques.)
- 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, STAAR Night, HS- College/Career Night etc...

Needs

- Still need to investigate ways to offer bilingual info on BOT forms and handouts
- CPR/First Aid training for parents
- Dyslexia Parent Training
- Varied/advanced topics for PLN based upon Title I parents meeting (bullying, sexting, cyberbullying)
- Improve campus websites for calendar of events
- Utilize gradebook to inform parents of upcoming assignments
- Internet safety—safe sites—ask Scott about course
- Finance:
 - Use of more online systems for POs, and other programs offered through TxEIS
 - Training on procedures
 - Fully implement time system

- Active PTO, regular Adult ESL Classes
- Finance:
 - Superior FIRST rating,
 - Good fund balance
 - Use of bond funds for new facility
 - Annual audit /superior rating
- Train business staff on new processes
- Create cash transaction processes

Summary of Needs

- The district still needs to investigate more ways to offer bilingual communications (campus newsletters, school messenger, school website) (Hispanic: 59% in 2009-10 to 61% in 2010-11)
- 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 (bullying, sexting, cyberbullying).
- There is still a need for campuses to improve weekly/monthly calendar of events on campus websites
- 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.
- In May 2012, DISD conducted a parent phone survey through School Messenger, but needs to utilize an online survey so more thorough information can be gathered.
- Utilize gradebook for upcoming assignments/syllabus so parents viewing.
- Implement new process and procedures in the business department for timely transactions and increase production

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

Data Sources Reviewed

- 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.
- Staff Development Survey
 - CNA 2011-12
 - Recruitment & Retention Plan
 - Mentor/Mentee Survey-2011 and 2012

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
- Additional staff development opportunities that includes Kilgo, Lead 4Ward and technology training (Study Island, PLATO and iPad)

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 and 2011-12.
- Clearer expectations for mentors, especially on collecting observation data.

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.

Devine ISD 2012 AYP Performance Summary

Performance: Reading/ELA- AYP Target: 2011-80%/ 2012-87% (Note: 2012-93%)

Campus/Grades	All Students		African Amer.		Hispanic		White		Econ. Disadv.		Special Ed.		LEP/Current & Monitored	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Devine (gr. 3-5) Intermediate	85%	90%	Less than 5	Less than 5	83%	90%	87%	90%	80%	87%	*58%	*67%	*94%	100%
Devine (gr. 6-8) Middle School	86%	83% Missed AYP 1 st yr	Less than 5	Less than 5	83%	81% Missed AYP 1 st yr	90%	85% Missed AYP 1 st yr	81%	77% Missed AYP 1 st yr	68%*	*65%	*65%	93%
Devine (gr. 10) High School	87%	88%	Less than 5	Less than 5	81%	87%	93%	88%	81%	85% RI	56%*	*71%	*80%	*67%
Devine ISD (gr. 3-8 & 10)	86%	86% Missed 2% cap	*80%	Less than 5	83%	86% RI	89%	88%	80%	83% RI	62% Missed AYP-2 nd year	**67%	*79%	92%

*less than 50 students-Minimum Size Requirement RI-Met Required Improvement **Less than 10% of students enrolled on test date

Performance: AYP Target: 2011-75%/ 2012-83% (Note: 2012-92%)

Campus/Grades	All Students		African Amer.		Hispanic		White		Eco. Disadv.		Special Ed.		LEP/ Current & Monitored	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Devine (gr. 3-5) Intermediate	81%	85%	Less than 5	Less than 5	77%	82% RI	86%	89%	76%	81% RI	*42%	*59%	*76%	84%
Devine (gr. 6-8) Middle School	83%	73% Missed AYP 1 st yr	Less than 5	Less than 5	80%	67% Missed AYP 1 st yr	86%	83%	78%	65% Missed AYP 1 st yr	*75%	*59%	*75%	*79%
Devine (gr. 10) High School	57% Missed AYP 1 st yr	66% RI	Less than 5	Less than 5	54% Missed AYP 1 st yr	62% RI	62% Missed AYP 1 st yr	76% RI	46% Missed AYP 1 st yr	63% RI	*11%	*71%	*40%	*50%
Devine ISD (gr. 3-8 & 10)	78%	77% Missed AYP 1 st yr	*60%	*67% RI	76%	73% Missed AYP 1 st yr	82%	84%	73% Missed AYP 1 st yr	71% Missed AYP 2 nd yr Stage 2	50% Missed AYP-2 yr Stage 1	**61%	*71%	*77%

*less than 50 students-Minimum Size Requirement RI-Met Required Improvement **Less than 10% of students enrolled on test date

DEVINE INTERMEDIATE AND MIDDLE SCHOOL Bridged STAAR/TAKS SCORES

Reading and Mathematics**		TAKS Cut Score on STAAR		Items Tested		Number of Students Tested		Number Met TAKS Cut Score on STAAR		Percent Met TAKS Cut Score on STAAR	
Grade	Language	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
3	English	14	19***	40	46	136	136	125	114	93	84
4	English	19	20	44	48	135	135	118	118	87	88
5	English	21	22	46	50	134	134	116	112	86	83
6	English	23	19	48	52	158	158	117	96	75	63
7	English	22	19	50	54	136	136	117	104	85	78
8	English	22	21	52	56	120	120	107	90	91	77

Preliminary Scores

(Does not include summer retakes)

STAAR/EOC

Devine High School

EOC	Minimum Score	Devine Level II	STATE Level II	Devine Level III	STATE Level III
English I Reading	68%	59%	68%	4%	8%
English I Writing	52%	33%	55%	1%	3%
Algebra I	85%	66%	83%	3%	17%
Algebra I MS	100%	96%	83%	29%	17%
Algebra II	92%	76%	65%	20%	24%
Biology	89%	81%	87%	4%	9%
World Geo.	79%	70%	81%	2%	13%

TAKS

Devine High School

Grade	ELAR	Math	Science	Social Studies
10 TAKS	89%	66%	66%	94%
11 TAKS	95%	87%	90%	96%

TAKS Cohort Math Comparison

Devine High School

	10 th Graders 2011	11 th Graders 2012
All Students	57%	87%
Hispanic Students	53%	85%
White Students	64%	88%
Eco. Dis. Students	48%	83%

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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 campus and district level.

District Objective: The district will systematically communicate with parents in English and Spanish when appropriate to relate information and to offer

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 2012 Spring 2013	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 2012	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
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 Local SCE	Family Headstart Services Dir.Spec.Prog/Personnel Parent Learning Network Summer School Staff PLN Facilitators Principals	Public School Week	Schedule of meetings Agendas Sign-in Sheets
6. Communicate literature in English and Spanish to parents with suggestions for working with students at home.	Title I-Part A ESC 13 website	Dir.Spec.Prog/Personnel	September 2012- April 2013	Purchase orders Copies of materials sent

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Provide a program on successful parenting for teenage parents. (Parents Helping Parents)	FCCLA Group Counseling SCE Methodist Healthcare Systems	FCCLA Teachers Parents Dir.Spec.Prog/Personnel PLN and campus facilitators	August 2012-June 2013	Class schedules
8. Promote parental/community participation in Community Education Program (Adult ESL).	Local Title III-A	Dir.Spec.Prog/Personnel	As needed Fall, spring, and summer enrollment data	Schedule of classes Sign-in sheets 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 Principals	Nurses Counselors Principals Asst. Principals	As needed	Counselors' reports 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 Local	Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director Counselors Special Prog. Teachers	Fall 2012 Spring 2013	Agendas Information packets,, 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 20 Cooperative G/T Consortium	GT Instructor K-5 Campus teaches (6-12) Counselors	October 2012 March 2013 June 2013	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 20 Dyslexia Coordinator Dyslexia teachers	Dyslexia Coordinator Dyslexia Teachers Dir.Spec.Prog/Personnel	Fall 2012	Sign-in sheets
13. Provide opportunity for student nomination for G/T by parents, teachers, and self.	Nomination forms Pre AP/AP Subjects Dual enrollment 12 th grade	GT Instructor Counselor Teachers at Elementary and Secondary	October 2012- March-2013	Nomination forms on file at the individual campuses
14. 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 2012- June 2013	Copies of information sent home

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
15. 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 2012- June-2013	Copies of policies to parents Surveys on file District and campus achievement plans
16. Include parents as equal partners in education of students with disabilities and provide parents safeguards regarding special ed services.	Local State Federal Printing budget G/T Parent Surveys	Spec. Ed. Director Special Ed. Director Diagnosticians Principals Speech therapists Counselors	August 2012-June 2013	Parents' signatures on IEP's developed at the annual review Signatures at parent meetings
17. 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 2012- June 2013	Sign- in sheets for volunteers SBDC and DEIC
18. 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 2012-June 2013	Parent Survey
19. Provide parents with names of SBDM and DEIC parent representatives and contacts on district website.	District website Campus websites Newsletters	Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist	August 2012- June 2013	Parent Survey
20. 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 2012 and Spring 2013 meetings (day & evening meetings)	Sign-in sheet, training topics, evaluation forms, parent survey
21. Provide information and/or training in the following areas: <ul style="list-style-type: none"> • Drugs/violence • Bullying/Cyberbullying • CPR/First Aide • Sexting 	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 2012- June 2013	Calendar of workshops or distribution dates Sign in sheets
22. 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 2012- June 2013	Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets TELPAS/AMAO parent info

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
23. Provide information to parents concerning the Recommended High School Degree Plan.	Campus	High School & Middle School Counselors HS-AP of C&I	March - February 2013	Copies of Degree Plans to Parents
24. Increase parent communication through online gradebook and attendance, including ability for parents to see 6 weeks syllabus/assignments.	Local District website	Principals K-12 Staff Technology Director	August 2012- June 2013	Parent Survey
25. 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 2012	Parent Sign-in Sheets Parent Survey
26. 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 2012-June 2013	Improved survey results Attendance data
27. 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 2013	Parent survey results

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

Goal 2: **STUDENT LEARNING: All students will be encouraged to meet their full educational potential.**

District Objective: All student groups testing on TAKS/STAAR/EOC will maintain or exceed the state and federal standards in 2013 as reported on AEIS/state and AYP criteria/federal.

District Objective: Performance on the STAAR Ready Assessment and TPRI will meet or exceed standards for Kinder, 1st, and 2nd grades.

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 2012 –July 2013	Completed and approved application
4. Process migrant records and identify students.	ESC 20	Dir.Spec.Prog/Personnel	August 2012 –July 2013	Data entry specialist logs Reports ESC 20
5. Conduct Pre-Kinder/Kindergarten Round up.	District	Principal Support staff	June 2012-June 2013	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 2012-June 2013	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 2013	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 2012-June 2013	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 2012-June 2013	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 2012-June 2013	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 2012-June 2013	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 2012-June 2013	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 in the four content areas.	G/T budget ESC 20	Asst. Sup of C&I Principals G/T Teachers Counselors	September 2012 and March 2013	G/T scope and sequence (K-12) Curriculum guides for gifted program G/T student schedules on each campus Lists of course offerings
15. 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 2012-June 2013	Documentation
16. Provide direct dyslexia instruction and supplemental instruction program at each campus as needed.	Staff Campus Dyslexia Coordinators Local Scottish Rite Lexia	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2012-June 2013	Class lists of students served

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
17. Provide information on accommodations for dyslexia students at each campus.	Local Materials SCE	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2012-June 2013	Sign-in forms Agenda Handouts
18. 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 2012-June 2013	Class lists of all students who have been served
19. Provide tutorials before, during, and after school for at-risk students.	Principals Teachers SCE	Principals Dir.Spec.Prog/Personnel Assigned teachers	September 2012 – June 2013	Payroll records Evaluation reports Benchmarks
20. Inform teachers of behavior management and instructional modification strategies at all campuses.	ARD Committee	Counselors Diagnosticians Psychologists Teachers	August 2012-June 2013	Implementation of plans and modifications
21. Continue to 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 2013 Following annual review	PEIMS data PBMA report
22. 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 2012– June 2013	Survey results List of offerings Student schedules
23. 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 2012 – June 2013	Records of nominees on each campus G/T folders with copies of tests given.
24. Have G/T nominations and screening in the fall and spring and 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 2012 – June 2013	List of committees on file Personnel files
25. 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 2013	Credit by examination (CBE) results. Purchase orders for advanced materials.

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
26. 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 2012– June 2013	Report card grades TELPAS
27. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc.	Printed material Meetings	Appropriate departments Counselors	August 2012– June 2013	Agenda Sign-in sheets
28. 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 2012– July 2013	Timelines met
29. Provide staff development in cooperative discipline, learning styles, modifications, and relation building to maximize special ed. student strengths.	ESC 20 -Persons with expertise in addressed activities.	Spec. Ed. Director Campus Staff Special Education Staff	August 2012– July 2013	Number of students being referred to Special Ed. PBMAS Indicators Instructional Arrangements
30. Provide full continuum of service options to meet individual educational needs for students receiving Special Education services.	PPOG Federal rules & regulations ESC 20	Spec. Ed. Director	August 2012– July 2013	Students being served in special education.
31. Provide preschool program for children with disabilities.	Special Education State Federal	Spec. Ed. Director Special Education Staff	August 2012– June 2013	Special Education Testing Informal teacher observation
32. Encourage students to take recommended course-work in order to qualify for Texas Grant Scholarship at collegiate level.	Curriculum	Counselor High School Principal	August 2012– June 2013	Recommended diplomas
33. 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 2012– June 2013	STAAR Ready (K-2) TAKS/STAAR/EOC scores
34. 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 2012- June 2013	Benchmark and TAKS/STAAR/EOC scores
35. 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 SSI funds	Asst. Sup of C&I Dir.Spec.Prog/Personnel Principals Teachers	March – July 2013	TAKS/STAAR/EOC scores

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
36. 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 2012-June 2013	Benchmarks STAAR scores TPRI Reports STAAR Ready Reports
37. 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 RtI folders	Asst. Sup of C&I K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals	August 2012-June 2013	Benchmarks STAAR scores TPRI Reports STAAR Ready Reports Classroom Assessments
38. Monitor the vertical alignment of writing, reading, math, social studies, and science in grades K-12.	Local Title I-Part A Kilgo	K-12 ELA, science, math and social studies teachers Reading interventionists and coaches Librarian	August 2012– June 2013	Curriculum maps
39. Develop benchmarks to gauge student progress in the four core-areas,	Local Kilgo contracted services Curriculum teams	Curriculum Coordinators Asst. Sup of C&I APs for C&I	August 2012– July 2013	Assessment Benchmarks
40. Evaluate and modify Response to Intervention (RtI) using the 3 Tier Model for struggling students that do not learn at expected rates for grade level.	Study Island PLATO Compass Reading First Model Lexia	Principals, APs of C&I Counselor DSAT committee Asst. Sup of C&I	August 2012– June 2013	Progress Monitoring Report Cards TAKS/STAAR/EOC Scores Benchmarks
41. Provide campus libraries with additional books and computers to enhance instruction for all core subject areas and increase utilization of library resources.	Local	Librarians Principals APs of C&I Teachers	August 2012– June 2013	POs for purchasing books and computers Documentation/log-in of teacher/student library use.
42. Employ methods learned through Kilgo training to meet the specific needs of all students.	AWARE/Eduphoria Continued Kilgo training	Asst. Sup of C&I Principals APs of C&I Teachers	August 2012– June 2013	TAKS/STAAR/EOC Scores Benchmarks

See Goal 6-Student Performance for additional information

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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 meet or exceed the state drop-out and completion rate based upon AEIS indicators.

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

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Maintain tutorials for students deemed to be At-Risk as defined by state /local criteria.	SCE	Principals/APs of C&I Teachers Counselors	August 2012– June 2013	Attendance list Tutorial schedules Payroll time cards Test results
2. Provide career awareness of other post-secondary options besides college (technical schools, etc.)	Local Career Day for PreK – 12 FCCLA AG classes Volunteers-Community Internet-research careers ESC 20-COW (Careers On Wheels) Vet Tech, Engineering, Architectural Drafting Digital Media Pharm. Tech	Counselors/Teachers Director Career & Technology AP of C & I	August 2012– June 2013	Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11 th graders Certification
3. Provide follow-up tracking of student withdrawals in grades 7-12 and refer to outside agencies for those students who do not return to the school setting.	Verbal and written communication	Attendance Clerks Principals Counselors J.P. Judge SRO	August 2012– June 2013	School enrollment roster Program descriptions
4. Refer school dropouts to GED program and Texas Workforce Center.	Staff Attendance Clerks Texas Workforce Center	HS Principal HS Counselor Dir.Spec.Prog/Personnel	Continued as students are found	Records on file

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
5. Continue Homebound instruction for teen parents and students with medical disabilities.	Community agencies Food stamps as needed Medicaid/WIC SCE	Counselor Homebound Teacher	Time line varies by individual student.	Teen parents remaining in school
6. Maintain attendance report to identify patterns of absences of students at schools.	Attendance data SRO	Principals/APs Attendance Clerks SRO	Daily during the school year	Attendance reports Referrals Communication w/ parent & student
7. File truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy.	Justice of the Peace Court Order	Attendance Clerks Campus Principals Asst. Principals	August 2012– June 2013	Warning Letter Referral Report Court Records Follow up Report
8. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences.	Parent Learning Network District budget Title I-Part A Headstart	Dir.Spec.Prog/Personnel Headstart staff Principals PLN Facilitators	August 2012– June 2013	Purchase orders Schedules Required forms
9. Develop and provide valid medical information on pregnancy, nutrition, labor and delivery to pregnant teens.	Informational booklet prepared by Devine secondary nurses on pregnancy for each secondary clinic. Handouts	MS and HS Counselors Nurses School Health Advisory Council (SHAC)	August 2012– June 2013	Handouts Booklets
10. Continue to use Student Code of Conduct, which offers alternatives to suspension, ISS, or removal to alternate settings with follow-up on removals.	Staff	Principals and Assistant Principals Special Education staff Student and Parent	Varies for individual needs	Individual Behavior Management plans Statistical data
11. Continue the operation of a Discipline Alternative Education Campus that offers instructional and counseling services to designated students.	SCE	DAEP Principal and Counselor Regular Ed Teachers APs	Each six weeks Reporting Period	Alternative Hearing Packets Referral letter
12. Maintain a focus on Life Skills to offer choices for success and enhance students' academic performance.	Materials Local Federal	Campus Life Skills Teachers Special Ed Department	Each six weeks	Lesson Plans
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 Global Drug Dog Agency	Devine Police and/or Interquest HS & MS Principals & APs SRO	August 2012– June 2013	Interquest Reports Safe & Drug Free Reports Random Student Drug Testing Reports from Pinnacle

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 2012– June 2013	Required proof of attendance in a certified drug-abuse program or private counseling
15. Provide visits from law enforcement agencies to inform students of penalties concerning truancy.	Justice of the Peace SRO	Campus Principals/ APs SRO	1 st week of the 1 st semester of school	Warning letter Referral Report
16. Promote the Texas Grant and the Recommended Diploma Plan.	Four Year High School Graduation Plan	High School Counselor	9-12 Grade	Court Records Follow-up Report
17. Maintain the Plato Lab, Enrichment classes and credit recovery.	Local	HS Principal Counselor Program Coordinator Dir.Spec.Prog/Personnel Asst. Sup of C&I Reg. Ed. Teachers	August 2012– June 2013	Six wks. Failing End of year failing rate State drop-out rate 8 th Grade STAAR Scores
18. Campuses enforcement of compulsory attendance laws.	Local SRO	Dir.Spec.Prog/Personnel Campus Principals Assistant Principals SRO Attendance Clerk	August 2012– June 2013	Attendance report SRO records
19. Target potential drop-out/at risk students through: <ul style="list-style-type: none"> •Reading 1st model intervention •Progress Monitoring (Rtl) •5th and 8th grade Student Success Initiative (SSI) •Exit TAKS/STAAR/EOC •Investigate developing a Student Academy Center 	SCE Title I-Part A Local	Counselors Teachers Principals APs	Spring 2013	3-9 STAAR/EOC, STAAR M, &STAAR Alt 10-11 TAKS, TAKS A, TAKS M, TAKS Alt, TAKS Exit
20. Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment.	SCE Local	Counselors Teachers Principals Asst. Principals	August 2012– June 2013	3-9 STAAR/EOC, STAAR M, &STAAR Alt 10-11 TAKS, TAKS A, TAKS M, TAKS Alt, TAKS Exit PGP
21. 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	SCE Title I-Part A SSI funds	Principals APs of C&I Counselors Summer School/TAKS Teachers	June 2013	Report cards STAAR scores Attendance records

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
22. Provide after-school and summer credit recovery with PLATO software.	SCE	Principal AP of C&I Counselor Teacher	September 2012-June 2013	Completed courses Student record of retrieved credit
23. Provide college funding workshops to students and parents at the secondary level.	Local	Principal AP of C&I Counselor	Spring 2013	Sign-in sheets
24. Provide counseling to students with attendance issues.	Local	Counselor AP of C&I	September 2012-June 2013	Sign-in sheets Attendance data
25. Utilize SchoolMessenger to notify parents of student absences.	Local	Principal Campus PEIMS clerk	October 2012-June 2013	Daily and six-weeks attendance data
26. Investigate solutions/program to address a lower graduation rate.	Local	Principal AP of C&I Counselor	September 2012-June 2013	HS campus plan strategies

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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

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 2012- June 2013	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 2012 - June 2013	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 2012 - June 2013	Students' schedules Class Rosters

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
4. Provide strategies to meet the needs of students in grades K-12; <ul style="list-style-type: none"> • staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student’s development • counseling and study skills • conflict resolution, assertive discipline • instructional models, initiatives • STAAR/EOC/TAKS • curriculum timelines • parent/community involvement • interdisciplinary instruction • technology 	Materials Video Tapes Library resources Instructional models Staff Development Allotment Technology Allotment	Principals Assistant Principals Counselors Staff development Coordinator AP of C&I	August 2012 - June 2013	Meeting agendas Sign-in Sheets Completion of Certification Evaluation forms
5. Encourage identified Gifted and Talented students on the high school level to investigate and participate in Pre AP courses, Advanced Placement (AP) courses and Dual Credit courses.	G/T Budget G/T Teachers PAP/AP/DC Teachers	Asst. Sup of C&I AP of C&I AP/DC teachers	August 2012- June 2013	List of G/T students served in AP/Dual enrollment classes 2006 Choice slips
6. Increase the array of G/T learning opportunities in core academic areas in grades K-12. Continue training of G/T teachers to reach 30 hours as required and six hours ongoing.	G/T Teachers G/T Budget ESC XX Coop Budgets	Asst. Sup of C&I Principals GT Teachers High School PAP/AP/DC Teachers	August 2012- June 2013	Teacher lesson plans Course listings Completion of Certification
7. Provide opportunities for PAP/AP Institute training.	PAP/AP grant	Asst. Sup of C&I PAP/AP teachers	June 2012- August 2013	Sign in sheets Completion of certification
8. Provide reading strategy training for K teachers to support and maintain Scottish Rite, Lexia, and Rosetta Stone.	Local Title II-Part A	Asst. Sup of C&I WERP consultants Grade Level Coordinators	August 2012- June 2013	Sign in sheets
9. Investigate implementing PAP classes at MS.	Local	Asst. Sup of C&I AP of C&I Principal	August 2012- June 2013	Choice slips
10. Investigate matrix for G/T identification and re-evaluation.	Local	Counselor Principal AP of C&I	August 2012-June 2013	Meeting agenda Completion of guidelines

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
11. Maintain and evaluate at risk math and reading intervention strategies utilizing Kilgo scope and sequence and DISD customized lesson plans reflecting essential areas to address.*	ESC 20 consultant Kilgo consultant	Asst. Sup of C&I Principals Teachers & Interventionists Dir.Spec.Prog/Personnel	August 2012-June 2013	Pre & Post Test Lesson Plans TPRI/TAKS/STAAR results AYP and PBMAS results
12. Provide supplemental resources with Living Science materials and media services.	ESC 20 Local Stem Scope/Sci.Minds	HS Librarian Science Coordinators	August 2012-June 2013	ESC Contracts ESC request forms
13. Provide TPRI grade K-3 staff development for test administration.	TPRI instrument Teacher training ESC 20 Coop Budget	Principals Grade Level Coordinators Reading Coaches	Fall 2012 Spring 2013	TPRI Student data
14. Use S.T.A.R. Assessment (1-8) to evaluate student vocabulary levels	S.T.A.R. Program Teacher training	Principals Teachers	August 2012-June 2013	Summary reports
15. Use TAYSHAS Reading Club 9-12. (College Preparation Novels)	Books/Texas Library Assoc. Reading List	HS Librarian	August 2012-June 2013	Circulation data Librarian Evaluation
16. Monitor implementation of modifications of disabled students (Spec. Ed./504).	Modification pages Staff	Spec. Ed. Director Principals Assistant Principals Special Ed teachers Regular Ed teachers Counselors	August 2012-June 2013	Regular & Special Education Progress Reports and Report Cards
17. Review ESL Program to insure continuity and clarity in the implementation of the program at each campus. Meetings will assist in identifying program strengths, priorities for improvement, and any needed corrective actions.	State Program Guidelines LPAC Committee (Campus) ESL teachers Parents	Dir.Spec.Prog/Personnel ESL Teachers	August 2012-June 2013	Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment
18. Provide in-service opportunities for ESL strategies through ESC 20 co-op.	Title III-Part A ESC 20	Dir.Spec.Prog/Personnel	August 2012-June 2013	Certificates of completion
19. Plan and implement the district literary program (UIL) which features student special interests and skills (Grades 2-12).	UIL guidelines UIL Budget	UIL Coordinators and Coaches	August 2012-June 2013	Contest results Judges Evaluation

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
20. Implement ELPS into lesson plans and instruction for all teachers of ELL students.	Local ESC 20 Title III-Part A	Teachers APs of C&I	August 2012-June 2013	STAAR/EOC/TAKS TELPAS AMAOS
21. 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 2012-June 2013	Notations in counselors' report, Lesson plans Discipline referrals
22. Utilize benchmark tests K-12 aligned to TEKS and STAAR/EOC/TAKS, WEBCAT, and TMDS benchmark.	Local Testing materials	All Staff	August 2012-June 2013	Disaggregated data At-risk List
23. Utilize at-risk curriculum using PLATO online software for grades 6-12.	Local	Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2012-June 2012	Class Schedule Pre/Post Test
24. Academic Team will be trained in AWARE for benchmark data disaggregation.	AWARE software ESC 20 consultants Local	Asst. Sup of C&I Academic Team	August 2012-June 2013	Sign-in sheets
25. 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 2012-June 2013	Completed TAKS plan
26. 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 2012-June 2013	STAAR/EOC/TAKS test results and comparisons
27. Develop a benchmark calendar prior to the beginning of each school year.	Local	Asst. Sup of C&I Principals APs of C&I	Spring 2013	Benchmark calendar for planning
28. Ensure the district communicates state and federal promotion and graduation requirements.	Local Secondary handbooks	MS and HS Principals	August 2012-June 2013	Graduation plans and information in handbooks
29. 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
30. 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 2012-June 2013	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
31. Require on-going opportunities to review and revise all curriculum maps at campus levels.	Time Local	Asst. Sup of C&I Principals APs of C&I	Annually	Publication of maps
35. Integrate elective curriculum by aligning TEKS to core area STAAR/EOC/TAKS objectives.	Time Local	Asst. Sup of C&I AP of C&I	August 2012-June 2013	STAAR/EOC/TAKSSponge Activities Aligned curriculum Workshop Records
32. Incorporate Technology Application skills into all K-12 classes.	Local Hardware and software	AP of C&I	August 2012-June 2013	Lesson plans, Technology Apps software, and lab logs
33. Plan crossover activities with core/CTE teachers (lateral/vertical)	Time Local	Asst. Sup of C&I AP of C&I CTE Director CTE Teachers	August 2012-June 2013	Staff development calendar Sign-in sheets CTE Reports
34. Provide expanded course offerings in science at HS level.	Local	HS Principal Asst. Sup of C&I AP of C&I	August 2012-June 2013	Master Schedule
35. Investigate implementing additional courses at MS in order to receive HS credit.	Local	MS & HS Principals Asst. Sup of C&I MS & HS Counselors AP of C&I	August 2012-June 2013	Master Schedule Choice slips
36. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech)	Local Carl Perkins	HS Principal HS Counselor CTE Director Asst. Sup. of C&I	August 2012-June 2013	Choice Slips CTE Report
37. 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 Local	Asst. Sup of C&I APs of C&I Curr. Coordinators Principals	Monthly	Sign-in sheets Agendas Lesson plan
38. Continue double-block mathematics course for freshman meeting at risk criteria.	Time for scheduling Local	HS Principal Counselor AP of C&I	Annually	Master Schedule
39. Enhance curriculum management system using KILGO strategies to impact instructional practices and improve student performance through sustained staff development.	Local Kilgo consultant	Principals AP of C&I, Curriculum Coord. Asst. Sup. of C&I	August 2012-June 2013	Instructional Focus Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) STAAR/EOC/TAKS/TPRI
40. Meet federal standards for curriculum alignment and assessment through TEKS and ELPS alignment of campus curriculum.	Local KILGO	Principal AP of C&I, Curriculum Coord. Asst. Sup. of C&I	August 2012-June 2013	Instructional Focud Doc. (IFD) Vertical Alignment Doc. (VAD) Year-at-a-Glance (YAG) STAAR/EOC/TAKS/TPRI TELPAS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
41. 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 2012-June 2013	Lesson plans, SHAC agenda and minutes Fitnessgram reports

*Incorporated with DHS-School Improvement Plan (SIP)

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

Goal 5: PERSONNEL: Highly qualified effective personnel will be recruited, developed, and retained.

District Objective: The district will ensure the recruitment, development, retention, and support of a exceptional highly qualified staff to optimize student engagement and achievement.

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 2012-June 2013	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 2012-June 2013	Recruiting schedules
3. Maintain employment for ASHA certified Texas licensed speech therapists.	Colleges and Universities Job fairs/web sites	Spec. Ed. Director	July 2012-June 2013	Teacher Contracts Recruiting schedules
4. Provide high quality staff development to ensure that all core teachers are highly qualified.	Title I-Part A Title I-Part A	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2012-June 2013	Staff development survey, annual review of teacher certification
5. The district will provide reimbursement for the ExCET/TEExES test in high needs areas to assist teachers in becoming highly qualified.	Title I-Part AI, Part A	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2012-June 2013	H/Q teacher certificate
6. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language.	Colleges and universities	Dir.Spec.Prog/Personnel Principals	June 2011-June 2012	Recruiting schedules Teacher contracts
7. Use stipends in areas of critical need such as ESL.	Identification Procedures/Process	Superintendent	August 2012-June 2013	Implementation of stipends Salary Schedule
8. Promote student teaching participation in the schools.	Texas area colleges and universities	Superintendent	August 2012-June 2013	Increased number of student teachers

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
9. Utilize recruitment and retention plan to assist administrators in hiring highly qualified teachers that meet the districts core values.	Recruitment and retention plan Core values interview questions	Principals Dir.Spec.Prog/Personnel	July 2012-June 2013	Increase number of HQ teachers
10. Collect and edit available statistical reports to meet local needs.	TASB Salary Survey Salary comparison of surrounding districts	Dir.Spec.Prog/Personnel	July 2012-June 2013	Reports
11. District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience.	Local	Superintendent	July 2012-June 2013	Teacher Salary Schedule
12. Provide first and second year teachers and mentors with local and contracted mentoring support, and through PACT program.	Title I-Part A Title II-Part A Contracted Services ESC 20	Dir.Spec.Prog/Personnel	August 2012-May 2013	List of mentors Documented observations Sign-in sheets
13. Recognize teachers for outstanding students' performance and growth.	Local	Principals	June 2013	Awards
14. Provide appreciation awards for teachers/staff with perfect attendance.	Local	Recruitment/retention committee	August 2012- June 2013	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 Title II - Part A ESC 20	Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2012-June 2013	Sign in sheets Certificate
16. Review and maintain HQ status of teachers on an annual basis.	NCLB HQ guidelines HQ compliance reports ESC 20 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 20	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 20 State Board Rules	Asst. Sup of C&I	August 2012-June 2013	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 2012	Handouts, agendas, and meeting documentation forms

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
20. Provide staff development for professional and support staff regarding prevention of student and employee sexual harassment, bullying, child sexual abuse, and blood borne pathogens.	District Employee Handbook ESC 20	Asst. Sup of C&I Superintendent Principals	August 2012-June 2013	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 2012-June 2013	Agendas Signature Acknowledgment
22. Provide orientations and presentations to campus leadership concerning special populations.	Presentation	Spec. Ed. Director	August 2012-June 2013	Campus announcements
23. Provide orientation for substitutes each semester.	Principals Central Office Personnel	Dir.Spec.Prog/Personnel	September 2012 January 2013	Applications Handouts
24. 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 2012-June 2013	Gaps/no gaps In-services provided
25. Provide information sessions on three-year evaluations, and why they take place.	PPOG & regulations Federal rules	Spec. Ed. Director	August 2012-June 2013	Gaps / Individualized need driven rather than tradition driven. Time lines met
26. 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 2012-June 2013	Benchmarks STAAR/EOC/TAKS TPRI
27. 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 2012-June 2013	TPRI scores STAAR/EOC/TAKS results TELPAS results
28. Provide paraprofessionals criteria for annual evaluation.	Local	Principal Director of Special Program/Personnel	August 2012-March 2013	Sample copies of evaluations
29. Apply for Race to the Top (RTTT) federal grant to fund additional personnel.	Power of Ten cadre Grant support	Superintendent Asst. Sup. of C&I Director of Finance	September & October 2012	Possible grant award
30. Investigate Visioning Leadership Training for administrators	Local RTTT funds (tentative) Title I Part A-AYP funds TASA and ESC 20	Superintendent Asst. Sup. of C&I	September 2012-June 2013	Completion of visioning training and implementation of strategies

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

Goal 6: **STUDENT PERFORMANCE: The district’s students will meet state standards.**

District Objective: The district will strive to increase the percentage of graduating students who attain scores on the TAKS/STAAR that are equivalent to a passing score on the THEA.

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

District Objective: The district will strive to increase the percentage of students K-2 who attain scores on the *STAAR Ready* at or near grade level.

District Objective: The district will strive to increase the percentage of students 3-11 who attain scores on the STAAR/EOC, STAAR M, and STAAR Alt. tests that are equivalent to or exceed the state standard.

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.

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: <ul style="list-style-type: none"> • Career & Technology • Special Education • ESL • At - Risk • G/T • Dyslexia • Federal Programs 	Special population reports	Counselor Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director APs of C&I	August 2012-June 2013	Summary reports
2. Distribute TAKS specifications, STAAR sample items, released TAKS/ STAAR/EOC, STAAR M, STAAR Alt. tests, and TPRI, to provide in-service training as requested.	STAAR/EOC/TAKS specifications Released TAKS/SDAA tests Pre/Post Tests Benchmark tests Local	Principals Counselors Reading Coaches APs of C&I	August 2012-June 2013	Evaluation of TAKS, STAAR, Pre/Post Tests Benchmark tests, TPRI

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
3. Provide remediation lists generated from TAKS, STAAR/EOC, STAAR M, STAAR Alt., and DRA, TAKS, TPRI results to appropriate teachers for tutorial purposes.	Remediation lists Local	Staff Principals Counselors Teachers APs of C&I	August 2012-June 2013	Remediation lists Tutorial lists Teacher time cards on file Report card
4. Revise and monitor teacher developed tests that include open ended questions, higher order thinking skills designed to be used with the K-12 grade alignments and use TAKS, STAAR/EOC test format.	Local	Principals Staff	August 2012-June 2013	Teacher developed tests Lesson plans
5. Monitor TAKS, STAAR/EOC exemption processes for special education.	Exemption Criteria Special Ed. Strategic Plan	Principals Spec. Ed. Director Counselors APs of C&I	August 2012-June 2013	Exemption lists ARD documentations
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 2012-June 2013	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 2012-June 2013	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 2012-2013	TAKS, STAAR/EOC TELPAS, Special Ed. state assessments, and TPRI results by district, campus and teacher
10. Distribute and insure the use of state generated test data relating to TAKS, STAAR/EOC and other norm/criterion reference tests, STAR, and TPRI tests.	Test data Reading Programs Summaries	Counselors APs for C&I Asst. Sup of C&I	August 2012-June 2013	Test data and reports Distribution schedule AEIS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
11. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4 th , 5 th , 7 th & 8 th grade students who will take the ACT or SAT tests.	ACT & SAT forms; TIP materials	Principals Counselors	December 2012– May 2013	Test results
12. Review and revise district technology plan.	District Technology plan	Asst. Sup of C&I Dir.Spec.Prog/Personnel DEIC District Technology Committee	August 2012-June 2013	Evaluation forms Schedule on file Technology Plan
13. Provide TAKS/STAAR EOC 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 20	Asst. Sup of C&I	August 2012-June 2013	Agenda Sign-in sheets Evaluation forms
14. Involve K - 12 th grade teachers in all core subjects in creating time-lines for teaching the TEKS/TAKS/STAAR/EOC objectives using STAR and AR reports.	Local	Staff Asst. Sup of C&I APs for C&I	August 2012-June 2013	TAKS, STAAR/EOC, STAAR Ready and TPRI Reading Tests Results
15. 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
16. 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
17. 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
18. 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 2012-June 2013	PBMA indicator will decrease.

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
19. 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 2012-June 2013	Reduction of PBMAS indicator Meeting AYP in areas of special ed. assessment PEIMS data
20. 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 2012-June 2013	(K-3)TPRI scores (3-9) STAAR (M, Alt)/EOC results (10-12)TAKS (A, M, Alt), TAKs exit scores TELPAS Benchmarks
21. 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 2012-June 2013	TPRI scores TAKS, STAAR/EOC
22. Provide life skills classroom with materials/touch screens to enhance success through assistive technology needs.	IDEA	Special Ed. director Diagnostician Campus Administrators	August 2012-June 2013	(3-9) STAAR M or Alt results (10-12)TAKS A, M, or Alt IEPs/ARD records
23. 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 2012-June 2013	(K-3)TPRI scores (3-9) STAAR (M, Alt)/EOC results (10-12)TAKS (A, M, Alt), TAKs exit scores TELPAS Benchmarks
24. Implement plan and procedures for meeting AYP in areas of need according to Stage 2 SIP (see AYP chart) .	Local Title I-Part A	Principal, AP of C&I, Counselors, Diags Special Ed. Director, ESC 20	September 2012-June 2013	TAKS, STAAR/EOC scores AYP results
25. 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 2012-June 2013	PEIMS reports Performance Indicator Level on PBMAS report
26. Enhance student achievement though a highly qualified, rigorous curriculum that is researched based with proven results.	Study Island Compass PLATO Lexia	Teachers	August 2012-June 2013	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
27. Target the student expectations/objectives for <i>at-risk</i> 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. Target percentages for TAKS/STAAR/EOC: <u>State:</u> 70 %-Reading/ELA (grades 3-11) 65%-Math (grades 3-11) 70%-Science (grades 5, 8, 9-11) 60%-Social Studies (grades 8, 9-11) (% based upon 2010-11 standards; 2011-12 TBD) <u>Federal:</u> AYP-93% Reading/ELA (grades 3-8 &10 in all student groups) AYP-92% Math (grades 3-8 & 10 in all student groups) (see AYP Chart)	Local Title I-Part A SCE	Assistant Sup. of C&I Director of Special Ed. Director of Special Prog. Campus Administrators ESC 20 SpEd Facilitators Contracted Services/Kilgo Curriculum Coordinators	August 2012-June 2013	TPRI scores TAKS/STAAR results TELPAS results PBMAS indicators AYP results

See Goal 2 –*Student Learning* for additional information

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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.

District Objective: Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.

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 2012-June 2013	District plans and discipline referrals Parent Acknowledgement
2. Update Multi-hazard Emergency Operation Plan to include mitigation, preparedness, response, and recovery as defined by TEC Section 37.108	Emergency Operation Plan Templates ESC 20	Principals Dir.Spec.Prog/Personnel Asst. Principals	August 2012-June 2013	Completed EOP
3. Implement safety measures in Emergency Operation Plan as provided by Texas School Safety Center (TxSSC)	Local ESC 20	Dir.Spec.Prog/Personnel Emergency Operations Planning Team	August 2012-June 2013	Annual review of EOP and safety audit completion.
4. Incorporate “Words of Wisdom” into daily announcements for character building (PreK-8).	Local	Counselors	August 2012-June 2013	Discipline referrals
5. Provide teen dating violence instruction for awareness and prevention of the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by section 71.0021, Texas Family Code	Local Teen Dating Violence Toolkit ESC 20	Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors	February 2013-June 2013	Documentation of communication and policy/ programs implemented
6. Provide teen dating violence training to teachers, administrators, and support staff.	Local Teen Dating Violence Toolkit ESC 20	DHS and DMS Principals, Assistant Principals, and Counselors	February 2012-June 2013	Documentation of training Sign-in sheets

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Provide awareness of teen dating violence to students and parents through health classes, presentation, related videos, posters, hotlines, parent listserv, district website, and written communication.	Local Teen Dating Violence Toolkit Listserv Devine News FCCLA ESC 20	DHS and DMS Principals, Assistant Principals, and Counselors, FCCLA Teacher	February 2012-June 2013	Documentation of communication and programs implemented
8. Address safety planning that includes counseling for affected students, enforcement of protective orders, and school-based alternatives to protective orders.	Forms and procedures from Teen Dating Violence Toolkit	Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors	February 2012-June 2013	Documentation of students counseled, and appropriate forms. Teen Dating Violence Notebook
9. Maintain parent and community in-service on parenting skills through PLN (Parent Learning Network).	Title I-Part A PLN Headstart	Dir.Spec.Prog/Personnel PLN Team	August 2012-June 2013	Calendar of workshops Sign-in sheets
10. Provide Second Step Violence curriculum at the middle school for prevention of violence and drug abuse.	Local ESC 20	Dir.Spec.Prog/Personnel Counselor	August 2012-June 2013	Lesson plans
11. Provide district Discipline Alternative Education Program as an alternative to expulsion.	SCE	Superintendent MS and HS Principals	August 2012-June 2013	Records on file at schools
12. Utilize the SRO for campus security and assistance with truancy.	Local	Superintendent Principals Dir.Spec.Prog/Personnel	August 2012-June 2013	SRO reports
13. Distribute information about district's academic programs and other school related news for publication in <u>The Devine News</u> and on district website.	Film for pictures Digital camera	Principals	August 2012-June 2013	Printed materials
14. Provide link for board agenda and minutes for regular called board meetings.	Local	Dir.Spec.Prog/Personnel Sup. Secretary	August 2012-June 2013	Copies on file
15. Utilize drug dogs at middle and high school for weapons, drug and alcohol detection.	Local Global Canine Detection	Superintendent Principals	August 2012-June 2013	Reports on file
16. 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 2012-June 2013	Reports from Pinnacle
17. Educate students and parents on random student drug testing.	Policy FNF (Local) Q&A online	Principal Dir.Spec.Prog/Personnel	August 2012-June 2013	Parent Survey

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
18. Educate elementary, middle, and high school students in drug prevention and awareness programs. (Red Ribbon Week)	Local ESC 20	Dir.Spec.Prog/Personnel Principals Counselors	October 2012	Presentations documented
19. Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs.	Local	Transportation Dir. Superintendent	August 2012-June 2013	Purchases/Orders Work Orders
20. Use In-School Suspension (ISS) at secondary level as alternative to suspension.	Local	Principals Asst. Principals	August 2012-June 2013	ISS Student List Referral Forms
21. Provide and maintain cell phones and/or two way radios for transportation use and crowd control at ball games.	Local	Superintendent	August 2012-June 2013	Systems on campuses and in use
22. Provide 1-800 Crime stoppers number for students to report possible violations.	Local	Dir.Spec.Prog/Personnel Principals & Asst. Principals SRO	August 2012-June 2013	Reports on file
23. 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 2012-June 2013	Surveillance CD and Discipline reports
24. Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes.	Inspection forms	Food Service Director	August 2012-June 2013	Inspection reports
25. Continue nutritional analysis and menu review for all schools.	Nutritional analysis program manager	Food Service Director	August 2012-June 2013	Menus
26. Conduct annual in-service training for correct use and mixture of hazardous chemicals for maintenance and cafeteria.	TASB in-service	Dir. Cont. Services Food Service Director	Spring 2012	Agenda Sign-in sheets
27. Annually review wellness policy which incorporates an employee and parent component to help emphasize proper nutrition and physical activity.	Policy FFA (Local)	Dir.Spec.Prog/Personnel Lead Nurse Food Service Director PE Teachers School Health Advisory Committee (SHAC)	August 2012-June 2013	Wellness Brochures Website Documented activities for all stakeholders
28. Maintain Material Safety Data Sheets.	MS Data Sheets	Dir. Cont. Services	August 2012-June 2013	Completed material safety data sheets

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
29. Conduct a community-school climate survey with 70% initial satisfaction.	Survey Monkey Local	Superintendent Administrative staff	Spring 2013	Survey results
30. Conduct annual faculty survey using Strategic Plan objectives to measure campus climate.	Local Survey Monkey	Dir.Spec.Prog/Personnel Sup. Secretary Principals Superintendent	Annually-Spring 2013	Survey results with increased satisfaction
31. Maintain and evaluate recognition and incentive program.	Local	Superintendent Administrative staff	Annually	Areas of recognition
32. Maintain and evaluate positive rapport among staff and parents/community by various means of communication and opportunities for interaction.	Website, parent email, Devine News, The Stampede, flyers, monthly activity calendars, parent meetings SchoolMessenger Counselor's Corner Local	Administrative staff	August 2012-June 2013	Medias utilized Parent/Climate Survey results Faculty survey results School Messenger Reports Parent involvement activities on campus calendars SBDM sign-in sheets, publications
33. Review and evaluate consistent professional policies across all campuses including core values and ethics.	Time to organize committee and training and budget for subs. Strategic Plan	Superintendent Asst. Sup of C&I	August 2012	Agendas, committee notes, sign-in sheets, development of policies
34. Develop and implement Board goals in the Strategic Plan in areas of district facilities, teacher retention, student performance/success, parental & community involvement, and technology.	Local ESC 20	Strategic Planning Committee (school and community)	Beginning August 2012 and on-going.	Completion of Strategic Plan and Superintendent's Board Reports detailing updates
35. Establish and maintain business/community partnership programs on each campus.	Coordination time and budget for projects	Administrative staff Principal	August 2012-June 2013	Implementation and review of programs
36. 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 2012-June 2013	Discipline Referrals

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
37. 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 2012-June 2013	Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM)
38. 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 2012-June 2013	Master Schedule Parent Survey Sign-in sheets
39. Participate in Atascosa JJAEP as an alternative to expulsion.	SCE	Superintendent MS/HS Principals & Asst. Principals	September 2012-June 2013	Records on file at schools
40. 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
41. Reduce the number of special ed. student referrals to ISS and/or DAEP by providing classroom management and behavior support training.	Training Local Special Ed.	Special Ed. Director	September 2012-June 2013	Reduced number of special ed. ISS/DAEP referrals in Special ed.-Performance Based Monitoring Analysis System (PBMAS).
42. Utilize parent alert system for better communication when informing parents of emergency and/or weekly events and absenteeism.	Local ESC 20 commitment form	Dir. Spec. Prog/Personnel Principals	November 2012-June 2013	School Messenger generated reports Parent Survey
43. Continue to address the ongoing needs of bullying and harassment through school assemblies, staff development, and on-campus programs, and implement annual bullying training, reporting procedures, and provide information on the district website according to HB 1942.	Local Texas School Safety Center ESC 20 South Texas Rural Health	Dir. Spec. Prog/Personnel Principals APs Counselors SRO	August 2012-June 2013	Reduction of discipline referrals/bullying referrals Parent survey

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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.

District Objective: The district will ensure that staff development opportunities are addressed in the campus improvement plans.

District Objective: The district will aggressively improve opportunities for staff development within the district and will continue to utilize a trainer-of-trainers model in staff development.

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.	Local Contracted Services ESC 20 -PACT Title I-Part A Title II-Part A	Principals Dir.Spec.Prog/Personnel	August 2012-July 2013	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 2012-July 2013	Documentation of teachers that participated
4. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques.	G/T Campus State	AP teachers Principals Asst. Sup of C&I	August 2012-July 2013	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 2012-June 2013	Minutes of meetings Agendas

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 2012-June 2013	Sign-in sheets
7. Provide staff development to all paraprofessional staff regarding confidentiality.	Local Contract attorneys Employee handbook	Principals	August 2012	Sign-in sheets
8. Workshops on Follett catalog circulation and Texas Library Connection systems for library staff.	Local staff ESC 20 staff	Librarians Technology Staff	September 2012-June 2013	Sign-in sheets Training Sessions
9. Provide technology workshops at selected campuses.	Computer upgrades ESC 20 staff	Asst. Sup of C&I	August 2012-June 2013	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 20 Local staff Training from vendors	Asst. Sup of C&I	August 2012-June 2013	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 2012-June 2013	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, iPads, technology and SBDM training, and particular programs, such as K- WERP Reading Program and Phonographix, and Language Foundations.	Materials Presenters Local	Asst. Sup of C&I Principals Teachers K-3 Interventionist K-3	August 2012-June 2013	Workshop schedules Agendas Campus documentation to include sign-in sheets Evaluation Summaries
13. Provide opportunities for staff development on topics related to both the cognitive and affective needs of gifted students.	ESC 20 Coop G/T	Principals Asst. Sup of C&I	August 2012-June 2013	Documentation of sessions offered
14. 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

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
15. 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 2012 As individuals are employed	Signed Statements of Understanding
16. Continue to implement a needs assessment for professional development activities.	Staff SBDM DEIC Survey	Principals Asst. Sup of C&I	Spring 2013	Assessment instrument District professional development calendar Staff development activities Survey results
17. 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 20	Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2012-June 2013	Professional development calendar Sign-in and evaluation forms AYP results
18. 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 20	Asst. Sup of C&I Principals	August 2012-June 2013	Memoranda Lists of workshops offered G/T teacher files
19. 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 2012-June 2013	Memoranda on workshops offered G/T teacher files
20. Provide extended training for curriculum coordinators and EOC teachers to provide implementation support and guidance for new STAAR and EOC.	Local ESC 20 Title I-Part A/AYP	Asst. Sup of C&I	September 2012-June 2013	Evaluation forms
21. Encourage staff development specifically for health professionals to enhance coordinated health program.	ESC 20	Asst. Sup of C&I Nurse	August 2012-June 2013	Attendance in workshop
22. Provide safety instruction for transportation, maintenance, and cafeteria employees.	Local	Food Service Director Dir. Cont. Services Transportation Dir.	August 2012-June 2013	Sign-in Sheets
23. Provide discipline management instruction for bus drivers.	ESC 20 Local	Transportation Dir.	August 2012-June 2013	Sign-in Sheets
24. Provide paraprofessional training for Special Education.	Special Education ESC 20 Special Ed. Strategic Plan	Spec. Ed. Director	August 2012-June 2013	Purchase Orders Sign-in Sheets
25. Provide cross grade level communication meetings.	Local	Principals Asst. Sup of C&I APs of C&I	August 2012-June 2013	Meetings

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
26. Provide opportunities for middle school and high school content teachers to attend ESL strategy workshops.	Title I-Part A ESC 20 Bi/ESL coop	Dir.Spec.Prog/Personnel	August 2012-June 2013	Attendance in workshop
27. 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 2012-June 2013	Sign in sheets Certificates
28. Provide staff development on PLATO Learning curriculum for grades 6-12.	Grant funds	Asst. Sup of C&I Dir.Spec.Prog/Personnel	August 2012-June 2013	Sign in sheets Evaluation form
29. 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 2012-June 2013	Sign in sheets Evaluation forms Certificates
30. Provide incentives to encourage attending higher education courses, book studies, and education-related presentations.	Budget	Superintendent Dir.Spec.Prog/Personnel Business Manager	August 2012-June 2013	Record of attendance and college transcripts
31. Provide in-service opportunities for ESL strategies and ELPS alignment through ESC 20 co-op.	Title I-Part A Title II-Part A Title III-Part A Local	Principals Dir.Spec.Prog/Personnel	August 2012-June 2013	Certificate of completion
32. 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 20	Principals Dir.Spec.Prog/Personnel	August 2012-June 2013	Certificates of completion
33. Provide employee training in emergency response and security audit training for a designated team as required by TEC Section 37.108	ESC 20 Texas School Safety Center Local Emergency Operations Plan	Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2012-June 2013	Sign-in sheets Certificates of completion 360 data input TAKS Passing rate Evidence of curriculum alignment
34. Provide AWARE training for data disaggregation for appropriate staff.	ESC 20	Asst. Sup of C&I APs of C&I TAKS Coordinators	Annually as needed	Sign-in sheets Certificates of completion
35. 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 2012-May 2013	360 data input TAKS Passing rate Evidence of curriculum alignment

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
36. 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. <ul style="list-style-type: none"> • Kilgo Training • Lead 4Ward • School Improvement Conference • Special Ed. –inclusion and assessment • 504 Conference • 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 2012-June 2013	TPRI scores TAKS/STAAR results TELPAS results PBMAS indicators AYP results

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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 digital devices to improve student learning and data management.

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 2012-June 2013	IEP's/ARD records
2. Provide district schools distance learning capabilities through: <ul style="list-style-type: none"> • Online • Distance Learning • KLRN 	Instructional Technology Guidelines District E-mail Local	Tech. Director Asst. Sup of C&I HS Librarian MS Librarian	August 2012-June 2013	Schedules of offerings Student use reports E-mail updates
3. Provide supplemental support for dyslexia students on all campuses, and in 6-12 PLATO curriculum	Title I-Part A Contracted Services PLATO curriculum Lexia Local	Dir.Spec.Prog/Personnel Principals Asst. Sup of C&I	August 2012-June 2013	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 20 Technology Committee	Asst. Sup of C&I Teachers Aides Tech. Director	August 2012-June 2013	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 2013	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 2012-June 2013	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 2012-June 2013	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 2012-June 2013	Students work Teacher training
9. Implement District Technology (three-year) Plan.	Technology Plan Records	Technology Committee	August 2012-June 2013	Surveys; Technology records
10. Provide teacher and student training on graphing calculators to prepare for class work and STAAR/EOC/TAKS math assessment.	ESC 20 consultants Casio consultants	Designated MS and HS math teachers	August 2012-June 2013	Contracts Sign in sheets Attendance certificates
11. Provide orientation and computer training for Grade 3-11 teachers on AWARE, benchmark curriculum, and TMSDS (grades 5-10).	ESC 20 consultants Campus representative	Asst. Sup of C&I ESC 20	August 2012-June 2013	Evaluations and Benchmark Test
12. Provide AWARE training for analyzing student performance/data.	Local ESC 20	Asst. Sup of C&I Academic Team	August 2012-June 2013	Sign-in sheets
13. Provide Special Ed. teachers training in AWARE in order to review test data.	Local ESC 20	Asst. Sup of C&I Spec. Ed. Director Special Ed. Teachers	August 2012-June 2013	Sign-in sheets
14. Update district and campus websites to reflect student and school information.	Technology budget	Superintendent Tech. Director Principals	August 2012-June 2013	Website changes and updates published on web
15. 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 2012-June 2013	Attendance at functions and conferences
16. Perform needs assessment (hardware/software space to student ratio)	Time	CTE Coordinator	Fall 2012	Needs Assessment

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
17. 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 2012	Lesson plans/lab logs
18. Emphasize career connections in all 6-12 classes.	Time to implement Kuter online	CTE Coordinator Campus counselors Teachers	Fall 2012	Lesson plans
19. Maintain special ed. management program to increase efficiency of completing and maintaining ARD data.	e-Sped	Special Ed. Diagnosticians Speech Therapist	August 2012-June 2013	ARD documentation
20. Utilize distance learning labs, electronic field trips, and distance learning to enhance teacher instruction and student performance.	Local	Superintendent Asst. Sup. of C&I Technology Director Principals Asst. Principals of C&I	August 2012-June 2012	Lesson plans
21. Provide Texas Library Connection software to better utilize library functionality.	Local	Lead Librarian	August 2012-June 2013	PO and documentation of use
22. Utilize TxEIS student management software for coordination of student registration, attendance, and discipline.	Local	Campus PEIMS Clerk Director of Finance Counselors Principals, APs	August 2012-June 2013	Discipline Integrity Management reports through PBMAS
23. 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 2012-June 2013	POs Technology Plan Goals Faculty Survey
24. Provide iPad stations per grade level to enhance student learning instruction, along with iPad training for teachers.	Local Technology grant	Asst. Sup of C&I IT Director	August 2012-June 2013	State assessment results

**DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2012-2013**

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

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

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 Director of Finance	January-June 2013	Adopted budget
2. Collaborate with the Superintendent and the Director of Finance to examine and prioritize all special budgetary needs of campuses and programs.	Campus projected budgets Campus special projects	Superintendent Director of Finance Principals Directors	January – June 2013	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 Director of Finance School Board	January 2013	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 Director of Finance Spec. Ed. Director Dir.Spec.Prog/Personnel	July 1, 2012 - June 30, 2013	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 Spending deadlines	Director of Finance	July 1, 2012-June 30, 2013	Administrative policies - procedures Memos, agendas
6. Develop standards by which fixed assets are accounted for and safeguarded from potential loss in conjunction with a fixed asset inventory.	FASRG Guide	Director of Finance Payroll	July 1, 2012-June 30, 2013	Monthly fixed asset reports Annual fixed report Annual fixed inventory Annual independent financial audit report
7. Monitor accounting and internal control procedures for student and campus activity funds as required by the FASRG.	FASRG District campus Activity fund procedures	Director of Finance	Ongoing	FASRG Annual independent audit report Purchase Orders

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
8. Maintain a rating of Superior Achievement from TEA in the Financial Integrity Rating System of Texas (FIRST)	Superintendent Business Office	Superintendent Director of Finance	July 1, 2012-June 30, 2013	Public Hearing to report Devine ISD FIRST rating
9. Create replacement plans 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 Director of Finance	August 2012 – July 2013	Equipment Master list
10. Follow all business and finance procedures and polices according to the state and local regulations and guidelines,	Local	Director of Finance	Ongoing	Annual independent financial audit report

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

Overview of State Compensatory Education

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

Students Eligibility

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

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility,

substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

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

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

District SCE Policies and Procedures

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

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.
- (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 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 not 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, 2012-2013

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
Instruction and Intervention – (PreK-2) Implement effective reading, math, and oral language instruction and intervention strategies for at-risk students and monitor student performance to ensure increased student achievement.	Interventionist-2 (2.0 FTEs) PreK Teacher-3 (0.3 FTEs) Instructional aides (\$186,333)	Principal AP of C&I Dir.Spec.Prog/Personnel	August 2012- June 2013 SW Comp-2,9	Lesson Plans Teacher tests Grade reports	Meet or exceed STAAR Ready Assessment
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 2012- June 2013 SW Comp-2,9	Teacher tests Grade reports	Meet or exceed STAAR Ready Assessment
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 2012- June 2013 SW Comp-2	Teacher tests Grade reports	Promotion
Dyslexia (Grade 1 & 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix, Language Foundations, and Tier II & Tier III Reading 1 st interventions.	SCE -\$1,000- supplies *\$1,000-personnel Title I-Part A Local	Principal Reading Interventionist	August 2012- June 2013 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	Asst. Sup. of C&I Dir.Spec.Prog/Personnel Principals	August 2012- June 2013 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-\$1,000	Principal	August 2012- June 2013 SW Comp-2,9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3 rd grade
*HOMEBOUND- Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-\$2,000	Principal	August 2012- June 2013 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion
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 2012- June 2013 SW Comp-2,3	Teacher test Grade reports Progress monitoring Running records	Achieve “Developed” status on TPRI ITBS Performance STAAR Ready

*Funds utilized district-wide

Campus-Level SCE Services, 2012-2013

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 Intervention (3-5) - Provide reading intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers.	Certified teacher1- (1.0 FTE) Instructional aides SCE-\$131,965 Title I-Part A	Principal	August 2012- June 2013 SW Comp-2,3	Benchmarks Teacher test Grade reports Progress monitoring Running records	Passing reading STAAR AYP 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 2012- June 2013 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-\$1,500 (supplies) SCE-*\$1,000 (personnel) Title I-Part A Local	Principal Reading Interventionist	August 2012- June 2013 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 2012- June 2013 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-\$1,000	Principal	August 2012- June 2013 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-\$2,000	Principal	August 2012- June 2013 SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion
*Transportation -Provide transportation for students attending summer school/ accelerated instruction.	2-4 bus drivers *SCE \$2,500	Principal AP of C&I Director of Transportation	June/July 2013 SW Comp-2-9	Student list of those attending	Summer school attendance reports

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

Reading and Math Intervention-“Bronco Time” Implement effective in school reading and math intervention for at-risk students and monitor student performance to ensure increased student achievement.	Local Title I-Part A Title II-Part A	Principal Classroom teachers Instructional Aides AP of C&I	August 2012- June 2013 SW Comp-2,3	Lesson plans Teacher tests Grade reports	STAAR reading, writing, math results. TELPAS results AYP results
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) SSI funds Title I-Part A Local	Principal, Certified Teachers GPC	June/July-2013 SW Comp-2,9	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP

*Funds utilized district-wide

Campus-Level SCE Services 2012-2013

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
Instruction: Provide accelerated instruction to low achieving students to improve student performance.	Certified Teachers-3.5 (3.5 FTEs) Instructional aides SCE -\$172,120	Principal Asst. Principal of C&I	August 2012- June 2013	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 Grant	Principal	August 2012- May 2013-	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-\$1,000 (supplies) *\$1,000 (personnel) Local	Principal Dyslexia teacher Assessment teacher	August 2012- June 2013	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 2012- June 2013	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	Timelines	Formative Evaluation	Summative Evaluation
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-July 2013	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
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-\$150,084 Supplies SCE \$4,125 (incorporated w/ HS funds)	DAEP Principal DAEP Teachers	August 2012- June 2013	Teacher tests Grade cards	Passing grades Stay in school
JJAEP- Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals DAEP Principal	August 2012- June 2013	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-\$2,000	Principal	August 2012- June 2013	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-\$4,050	Principal	August 2012- June 2013	Teacher tests Grade cards	Passing applicable component of STAAR

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
* Transportation -Provide transportation for students attending summer school/ accelerated instruction.	2-4 bus drivers *SCE \$2,500	Principal AP of C&I Director of Transportation	June/July 2013	Student list of those attending	Summer school attendance reports

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 2012- June 2013	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 2012- June 2013	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

Campus-Level SCE Services, 2012-2013

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
After School & Saturday School Tutorials- Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teacher SCE-\$2,500 Supplies	Principal	August 2012- May 2013	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) *SCE \$1,000 (personnel) Local	Principal Counselor	August 2012- May 2013	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 -\$1,000 Local Title I-Part A/AYP Title II-Part A reservation	Principal Asst. Sup. C&I Dir Spec. Prog/ Personnel	August 2012- May 2013	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 (6.0 FTEs) SCE-\$20,000	Principal AP of C&I	June/July 2013	Teacher tests Progress reports	TAKS exit results EOC results
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-\$150,084 Supplies SCE-\$4,125 (incorporated w/ MS funds)	DAEP Principal DAEP Teachers	August 2012- June 2013	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	SCE-\$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, APs DAEP Principal	August 2012-June 2013	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 2012-June 2013	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-\$2,000	Principal	August 2012-June 2013	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 2012-June 2013	Teacher tests Grade cards	Passing applicable component of TAKS/EOC
*Transportation -Provide transportation for students attending summer school/ accelerated instruction.	2-4 bus drivers *SCE \$2,5000	Principal AP of C&I Director of Transportation	June/July 2013	Student list of those attending	Summer school attendance reports

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 2012-June 2013	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 2012-June 2013	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

Devine ISD

Policy on Sexual Abuse in Schools

Section 1

Background Information

1.1 Introduction

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

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

1.2 Purpose

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

1.3 Objectives

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

1.3.1 Primary objectives:

To provide procedures for:

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

Section 2

Identification and Definitions

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

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

“Alleged Learner Offender” means the learner against whom a complaint has been laid.

“Alleged Other Offender” means any other person against whom a complaint has been laid.

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

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

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

“Documentation” includes the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 3

Management and Disclosure Procedures: Suspected child abuse

3.1. Information-gathering

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

Note to the educator:

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

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

Neglect

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

Sexual Abuse

Behavior of an adult who abuses children	Behavior of an abused child	Physical indications of child abuse
<ul style="list-style-type: none"> • Exceptionally protective towards child and jealous; • Discourages contact with peer-group when there is no supervision; • Acts seductively towards child; • Indicates that the spouses have marital problems; • Abuses alcohol and/or drugs. 	<ul style="list-style-type: none"> • Sexual play with self, others and toys; • Sexual vocabulary and/or behaviour not age-appropriate; • Drawings or descriptions with sex theme not age-appropriate; • Strange, sophisticated or unusual sexual knowledge, e.g. flirtation; • Promiscuity and/or prostitution; • Continual absconding; • Fear of seduction by members of the opposite sex; • Unwilling to participate in certain activities; • Sudden deterioration in school progress; • Poor relations with peers; • Withdrawal, fantasising, uncommonly childish behaviour; • Crying without provocation; • Depression, attempted suicide. 	<ul style="list-style-type: none"> • Pain or unusual itching of genitals or in anal area; • Torn, stained or bloodstained underwear; • Pregnancy; • Injuries to genitals or anal area, e.g. bruises, swelling or infection; • Sexually transmitted diseases; • Difficulty in sitting or walking; • Regular urinary infection; • Throat irritations and/or soreness or mouth sores owing to forced oral sex.

Emotional Abuse		
Behavior of an adult who abuses children	Behavior of an abused child	Physical indications of child abuse
<ul style="list-style-type: none"> • Blames the child for own problems and disappointments – child is seen as a scapegoat; • Continually expresses negative feelings about the child to other people and the child; • Conduct towards the child expresses continual rejection; • Withholds herself or himself from verbally or behaviourally expressing love to the child; • Continually trying to bribe, influence or terrify the child; • Continually trying to isolate the child, e.g. by prohibiting contact inside and outside the family. 	<ul style="list-style-type: none"> • Aggression, depression or extreme withdrawal; • Extreme compliance; too well-mannered, too neat, too clean; • Extreme attention- seeking; • Extreme control when she or he plays – suppresses own feelings. 	<ul style="list-style-type: none"> • Enuresis (bedwetting) and/or encopresis (soiling) for which there is no physical cause; • Continual psychosomatic complaints, e.g. headache, nausea, stomach pain; • Child does not grow and develop according to expectations.

Note to the educator:

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

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

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

As stated in FFG (EXHIBIT):

2. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS)
3. Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.
4. Reports may be made to the following:
 - A law enforcement agency :Devine Police Department at (830) 663-4403;
 - The child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400) or on the Web at www.txabusehotline.org; or
 - If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.
5. However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Probation Commission as a report of suspected abuse or neglect in a juvenile justice program or facility.
6. Reporting suspicion to a school counselor, principal, or to another school staff member does NOT fulfill one's responsibilities under the law. Furthermore, the District cannot require an employee to report your suspicion to a school administrator.

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

1. THE COMPLAINANT'S DETAILS:

- Name in full
- Age
- Sex
- Present grade
- Home address and telephone number
- Details of parents or caregiver

2. THE NATURE OF THE INCIDENT:

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

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

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

4. THE CIRCUMSTANCES SURROUNDING THE INCIDENT:

- Were there any other people present at the time of the incident?

- Were there any other people who were in the surrounding area who might have witnessed the incident?
- If there were witnesses, get their full particulars, i.e. for each:
 - Full name
 - Home address and telephone number
 - Age, sex and present grade
- If the complainant does not know these details, ask her or him the following:
 - What were the physical attributes of the witness?
 - Sex and approximate age and height of the witness?
 - Did the witness have any distinguishing features?

5. HOW DID THE COMPLAINANT EXPERIENCE THE INCIDENT?

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

6. FIRST DISCLOSURE BY THE COMPLAINANT:

- Has the complainant related the details of the incident to anyone?
- If so, obtain the following details:
 - Full name;
 - Home address and telephone number;
 - Age and sex;
 - Nature of the person's relationship to the complainant.
 - Has the complainant reported the incident to any other agency?
 - If so, obtain the following details:
 - The case number;
 - The name of the police station and the investigating officer;
 - The date on which the incident was reported;

7. DETAILS OF THE ALLEGED OFFENDER:

- The full name of the alleged offender;
- Her or his position at the institution;
- If the complainant does not know these details, ask:
 - What were the physical attributes of the alleged offender?
 - What were her or his sex and approximate age and height?
 - Did she or he have any distinguishing features?

Section 4

Assistance and Intervention

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

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

To find out what services may be available in the area, see:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:

Child Welfare Information Gateway at <http://www.childwelfare.gov/can/types/sexualabuse/index.cfm>

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

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

**2012-2013 SSA Migrant Districts
PFS Action Plan**

Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan					
Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
Objective:	100% of PFS migrant students will receive priority access to supplemental instructional opportunities.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students As a result of migrant students moving from school to school, students are often failing or at risk of failing. The LEA must identify these students' academic needs to enable them to meet the State content standards and master the State Assessment of their homebase district.	Provide district staff criteria for Priority for Service (PFS) and a copy of the New Generation System (NGS) Priority for Services Student report.	Monthly	System Spec	PFS Report District Contact Campus Counselors	SSA District Staff receive monthly notification of PFS students along with PFS criteria
	Identify students in need of priority for services and provide priority placement in migrant supplemental programs.	Monthly	System Spec Ed Spec Supervisor Counselor	PFS Report Graduation Plan State assessment data	100% of PFS students were offered supplemental services; 90% of those offered obtained the service
	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	Graduation Plans State Assessment data Transcripts District Contact Campus Counselors Recruiter	Increased 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	Ed Spec Supervisor Counselor	Graduation Plans Transcripts State Assessment data Campus Counselors	Increased number of students completing partial credit and/or passing State Assessment

**2012-2013 SSA Migrant Districts
PFS Action Plan**

Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan

Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
Objective:	100% of PFS migrant students will receive priority access to supplemental instructional opportunities.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students Continued, Page 2	Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational data.	Year Round	Counselor	PFS Report Graduation Plans Transcripts Report Cards Campus counselors	Increase the number of participants to this session by 100%.
	Train and assist counselors in reviewing out-of-state transcripts from Mexico, to include an opportunity for appropriate school personnel to attend the Demystifying the Mexican School System conducted at the Education Service Center Region 20.	Year Round Oct. 18, 2012	Counselor	Session Material Transcripts Graduation Plans	Counselor feedback/ Evaluation
	Ensure students have an opportunity to continue the course from previous school/district/state.	Year Round	Counselor	Transcripts Graduation plans for homebase state Recruiter	Counselor follow-up On-Time for Graduation Report
	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 Contact	PAC meeting Referrals Home/school visits Community Outreach Fair/ School Supply Distribution	Parent evaluations/ feedback Counselor follow-up Tutor Feedback Student Feedback

**2012-2013 SSA Migrant Districts
PFS Action Plan**

Education Service Center Region 20

Migrant Education Program: Priority For Service Action Plan					
Goal:	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, student performance standards expected of all children.				
Objective:	100% of PFS migrant students will receive priority access to supplemental instructional opportunities.				
Evidence of Need	Activity	Timeline	Staff Responsible	Resource	Analysis of Program & Impact
Priority For Service Students Continued, Page 3	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	iLearning sessions District contact Webinar Recruiters	Increase the number of participants at the ESC sessions/contact meetings by 100%. Participant feedback. Participant evals
	Provide summer school to those students who are not required to attend a district summer program for reinforcement of content standards for the current school year.	June-July	Ed Spec Supervisor Counselor	Project SMART curriculum District contact Recruiters Teachers	Teacher evaluations Parent evaluations Pre/Post Assessments
	Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July-September	Ed Spec Supervisor Counselors	District Contact District DIP (on website)	Visually verify that PFS Action Plan was included in all district DIPs
	Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy	Monthly	System Spec	PEIMS Contact NGS Reports	100% accuracy of migrant coding
	Identify dropout students/out-of-school youth (OSY) to provide information regarding options for obtaining diploma/GED.	Year Round	Counselor Ed Spec Supervisor	NGS Reports PEIMS Reports District contact Campus Counselor Recruiters	Identify and provide information regarding options to 100% of OSY students

**2012-2013 SSA Migrant Districts
PFS Action Plan**

Education Service Center Region 20

	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 Sec Supervisor	District Contacts Student Info Spreadsheet PFS Report	Completed spreadsheet from each SSA district in file.
--	---	------------	-------------------	--	---