DEVINE INDEPENDENT

TRUTH HONOR LOYALTY

DEVINE

ARABIANS WARHORSES

SCHOOL DISTRICT IMPROVEMENT PLAN 2013-2014

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MISSION STATEMENT

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

DEVINE INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Cindy Morales., President
Wayde Anderson., Vice President
Nancy Pepper, Secretary
Carl Brown, Trustee
Henry Moreno, Trustee
Wes Herring, Trustee
Robert Morales, Trustee

DISTRICT ADMINISTRATION

Linda McAnelly, Superintendent
Scott Sostarich, Assistant Superintendent of Curriculum/Instruction
Daryl Wendel, Director of Special Programs
Dawn Schneider, Director of Student Services
Ricky Rodriguez, Director of Special Education
JC Zamora, Director of Finance

CAMPUS ADMINISTRATION

Derrick Byrd, 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	Superintendent
Scott Sostarich	Asst. Superintendent of C&I/Personnel
Daryl Wendel	Admin Rep/Director of Special Programs
Ricky Rodriguez	Special Education Director
High School Rep-Christie Kendrick	DEIC Chairperson
Intermediate Rep-Mike Wagner	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
Missy Sobrig
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

Community Representatives

Barbara Moore-Driscoll Public Library
Melissa Simmons

Business Representatives

Philip Fitch-Security Bank
Butch Cook-South Texas Trophies

2013-2014 COMPREHENSIVE NEEDS ASSESSMENT

Parent and Community Involvement

FAMILY AND COMMUNITY INVOLVEMENT REFERS TO HOW THESE STAKEHOLDERS ARE INFORMED, INVESTED AND INVOLVED AS PARTNERS IN SUPPORTING THE SCHOOL COMMUNITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHIEVEMENT FOR ALL STUDENTS.

Goal 1	Data Sources Reviewed
	• PLN list of activities and # of participants • School Messenger Parent Phone Survey (May 2013) • 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	Needs
• Better communication with implementation of School Messenger parent notification system; phone & email; improved website/language translations • Parent surveys • Community Participation: Dollars for Scholars, Cancer Awareness, Jump Rope for Heart, Pennies for Patients, blood drives, marathon, etc • PLN weekly meetings; participation of parents 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… • Active PTO, regular Adult ESL Classes, Love & Logic • PHP – Methodist Health Care Ministries	• Still need to investigate ways to offer bilingual info on BOY forms and handouts • CPR/First Aid training for parents (am/pm) • Continued Dyslexia Parent Training • Varied/advanced topics for PLN based upon Title I parents meeting (bullying, sexting, cyberbullying) • Improve campus websites for calendar of events, and addition of Facebook and Twitter • Utilize gradebook to inform parents of upcoming assignments • Internet safety—safe sites training • College/ Career Fair for parents/students at all campuses

Summary of Needs

- The district still needs to investigate more ways to offer bilingual communications (campus newsletters, school messenger, school website, Facebook and Twitter) (Hispanic: 59% in 2009-10 to 61% in 2010-11)
- District needs to explore the creation of a Facebook page and Twitter account to help in getting out communications to parents, students and the community.
- 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.
- State requires parent meetings of dyslexia and G/T students. This has not been offered in the past few years and needs to be implemented to meet state requirements for our dyslexia and G/T parents/students.
- CPR and First Aid trainings still need to be offered numerous times during the year for parents, especially for those parents of students with special needs.
- More varied and advanced topics need to be offered and at various times, including night meetings (bullying, sexting, cyberbullying).
- In May 2013, 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 for parent viewing.
- Implement new process and procedures in the business department for timely transactions and increase production

Student Achievement

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 educational potential. Reflects on demographic/make-up of students and how to implement strategies to meet their needs.

GOAL 2

Data Sources Reviewed

- Academic Excellence Indicator
- State Index Data
- State Bridging Study Scores for STAAR

Findings/Analysis

Strengths

- Academic performance continues to increase district wide in all core areas and all tests taken
- Increased completion rate for graduation.
- Participation exceeding 99% on state assessments.
- Implemented KILGO training methods to identify target specific student needs (SEs).
- Low Dropout Rate
- All campuses **MET STANDARD**.
- Special Ed scores showed much improvement with a lower number of over students enrolled in sped student group.

Needs

- Monitor LEP student performance on math benchmarks.
- All subgroups will meet or exceed passing standards.
- Review assessment data to determine proper assessment levels for Sp. Ed. Students.
- Need to address the four areas where the district Did Not Meet System Safeguards: Writing for Hispanics, Economically Disadvantaged, and Special Education; and Social Studies for Special Education.
- Educate teacher and staff on the four Indexes of the new Texas Accountability System.

Summary of Needs

- Concentrate on areas of needs to meet <u>future</u> AYP standards (specifically for math and reading in Special Ed, math at the HS level, and math and reading at the MS).
- Educate teacher and staff on the four Indexes of the new Texas Accountability System.
- Monitor all student groups that were near or below meeting state Level 1 Phase-in standards regardless of minimum size requirements.
- Educate teachers on Index 2 Student Progress Indicator levels.
- Continue to monitor determinations from 2012 district plan for increased student achievement:
  - the need to better monitor benchmarks/data disaggregation of student groups and use more common based assessments
  - increase walk-throughs by administrators
  - more inclusion and access to general curriculum of special ed. student and the need for special ed. inclusion support vs. additional staffing
  - more differentiated instruction in the regular classroom setting
  - decrease high mobility rate
  - gain understanding of the new Accountability Indexes
- 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.
- 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.

Curriculum and Instruction

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. C&I INCORPORATES 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 3	Data Sources Reviewed
	• Kilgo • TPRI-K-3 • STAAR Ready (K-1) • STAAR Testing (3-12) • Benchmark Testing and Common Based Assessments • AWARE/Eduphoria • PBMAS • Surveys – Staff development and Technology • EOC testing results

Findings/Analysis

Strengths	Needs
• Kilgo-continued use of scope and sequence placed on temp drive for easy access • 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 • Staff has improved teaching skills through Kilgo and AWARE/Eduphoria.	• Continued training for Kilgo • Expand GT program for MS • ELMOs for all teachers • Full time Technology Tech • More computer labs needed • Increased Budget • Training for EOC & STAAR-time • Technology supplies (i.e., ink for printers) • Expanded CTE Course offerings

Summary of Needs

- Ability to make presentations in lab without computer issues or downtime.
- Improve teaching skills through the use of iPads.
- Technology and local funds used to purchase applications for iPads.
- 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)
- Expand CTE Course offerings for the new Endorsement Graduation Plan

Qualified and Effective Personnel

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 4	Data Sources Reviewed
	• Staff Development Survey • CNA 2012-2013 • Recruitment & Retention Plan • Mentor/Mentee Survey-2012 and 2013

Findings/Analysis

Strengths	**Needs**
• HQ Teachers • Low Turnover Rate • Improvement of test scores **MET STANDARD** • 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)	• Paraprofessional appraisal system • Professional development on differentiated instruction • Professional development on discipline/management • Paraprofessional confidentiality • Professional development that addresses Safe Guards missed in 2012-2013. • Clearer expectations for mentors, especially on collecting observation data.

Summary of Needs

- The district must plan for intensive, sustained professional development to address the needs of student expectations and Safe Guards missed in Writing and Math in 2012-2013.
- Paraprofessionals having a clear understanding of their evaluation system across the district.
- Update for all staff on student/parent confidentiality
- District offering professional development on discipline/classroom management
- District offering professional development on differentiated instruction
- Concentrate on areas of needs to meet future AYP standards (specifically for math and reading in Special Ed, math at the HS level, and math and reading at the MS).
- Educate teacher and staff on the four Indexes of the new Texas Accountability System.
- Monitor all student groups that were near or below meeting state Level 1 Phase-in standards regardless of minimum size requirements.
- Educate teachers on Index 2 Student Progress Indicator levels.
- Continue to monitor determinations from 2012 district plan for increased student achievement:
  - the need to better monitor benchmarks/data disaggregation of student groups and use more common based assessments
  - increase walk-throughs by administrators
  - more inclusion and access to general curriculum of special ed. student and the need for special ed. inclusion support vs. additional staffing
  - more differentiated instruction in the regular classroom setting
  - decrease high mobility rate
  - gain understanding of the new Accountability Indexes
- 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.
- 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 Climate: Safe and Disciplined Environment

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 5

Data Sources Reviewed

- 2011-12 AEIS
- TEA –AYP District Data Table
- 2012 December Faculty Survey
- 2013 Spring Parent Survey
- 2012-13 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 for students at-risk of dropping out
- Solutions/programs to increase graduation rate
- Staff and student training on bullying awareness, recognition, prevention, and procedures (once/semester)
- More frequent safety drills
- Continue the SRO Program

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 (once per semester)
- 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.

TEXAS EDUCATION AGENCY
2013 Index 1: Student Achievement Calculation Report
DEVINE ISD (163901)

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Phase-in 1 Level II	Index Points
# at Phase-in 1 Level II or above	985	+	941	+	328	+	549	+	388	=	3,191		
Total Tests	1,273	+	1,280	+	659	+	677	+	576	=	4,465	71	71
Index 1 Score													71

TEXAS EDUCATION AGENCY
2013 Index 1: Student Achievement Data Table
DEVINE ISD (163901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Performance											
All Subjects											
Percent of Tests											
% at Phase-in 1 Level II or above	71%	50%	68%	78%	*	-	*	72%	49%	66%	43%
% at Final Level II or above	25%	21%	20%	33%	*	-	*	38%	15%	19%	13%
% at Level III Advanced	7%	0%	4%	11%	*	-	*	6%	2%	4%	3%
Number of Tests											
# at Phase-in 1 Level II or above	3,191	7	1,806	1,324	*	-	*	46	213	1,574	32
# at Final Level II or above	1,124	3	529	565	*	-	*	24	64	443	10
# at Level III Advanced	318	0	120	192	*	-	*	4	8	102	2
Total Tests	4,465	14	2,674	1,705	*	-	*	64	437	2,377	75
Reading											
Percent of Tests											
% at Phase-in 1 Level II or above	77%	*	74%	83%	*	-	*	72%	57%	74%	52%
% at Final Level II or above	35%	*	27%	47%	*	-	*	44%	25%	27%	24%
% at Level III Advanced	11%	*	7%	18%	*	-	*	11%	4%	7%	5%
Number of Tests											
# at Phase-in 1 Level II or above	985	*	558	410	*	-	*	13	76	518	11
# at Final Level II or above	448	*	206	232	*	-	*	8	33	189	5
# at Level III Advanced	144	*	54	87	*	-	*	2	5	48	1
Total Tests	1,273	*	756	493	*	-	*	18	133	698	21
Mathematics											
Percent of Tests											
% at Phase-in 1 Level II or above	74%	*	69%	80%	*	-	*	88%	52%	67%	33%
% at Final Level II or above	23%	*	17%	30%	*	-	*	47%	15%	15%	10%
% at Level III Advanced	7%	*	5%	12%	*	-	*	6%	2%	5%	0%
Number of Tests											
# at Phase-in 1 Level II or above	941	*	522	399	*	-	*	15	68	466	7
# at Final Level II or above	289	*	129	151	*	-	*	8	19	107	2
# at Level III Advanced	95	*	35	59	*	-	*	1	3	32	0
Total Tests	1,280	*	758	499	*	-	*	17	131	694	21
Writing											
Percent of Tests											
% at Phase-in 1 Level II or above	50%	*	45%	57%	-	-	-	**	31%	42%	*
% at Final Level II or above	19%	*	16%	24%	-	-	-	**	13%	12%	*
% at Level III Advanced	1%	*	1%	2%	-	-	-	**	0%	0%	*
Number of Tests											
# at Phase-in 1 Level II or above	328	*	177	143	-	-	-	**	20	147	*
# at Final Level II or above	124	*	62	59	-	-	-	**	8	41	*
# at Level III Advanced	6	*	2	4	-	-	-	**	0	0	*
Total Tests	659	*	395	250	-	-	-	**	64	349	*

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

'-' Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2013 Index 1: Student Achievement Data Table
DEVINE ISD (163901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Performance											
Science											
Percent of Tests											
% at Phase-in 1 Level II or above	81%	*	79%	85%	*	-	*	90%	52%	76%	67%
% at Final Level II or above	27%	*	22%	33%	*	-	*	50%	5%	22%	22%
% at Level III Advanced	7%	*	5%	11%	*	-	*	10%	0%	5%	11%
Number of Tests											
# at Phase-in 1 Level II or above	549	*	324	213	*	-	*	9	29	270	6
# at Final Level II or above	180	*	91	83	*	-	*	5	3	78	2
# at Level III Advanced	49	*	20	28	*	-	*	1	0	18	1
Total Tests	677	*	412	252	*	-	*	10	56	353	9
Social Studies											
Percent of Tests											
% at Phase-in 1 Level II or above	67%	*	64%	75%	*	-	*	*	38%	61%	56%
% at Final Level II or above	14%	*	12%	19%	*	-	*	*	2%	10%	0%
% at Level III Advanced	4%	*	3%	7%	*	-	*	*	0%	1%	0%
Number of Tests											
# at Phase-in 1 Level II or above	388	*	225	159	*	-	*	*	20	173	5
# at Final Level II or above	83	*	41	40	*	-	*	*	1	28	0
# at Level III Advanced	24	*	9	14	*	-	*	*	0	4	0
Total Tests	576	*	353	211	*	-	*	*	53	283	9

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TEXAS EDUCATION AGENCY
2013 Index 2: Student Progress Calculation Report
DEVINE ISD (163901)

Overall Progress

STAAR Weighted Progress Rate	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Reading Weighted Progress	74		70	80					76		300	800
Mathematics Weighted Progress	65		65	65					68		263	800
Writing Weighted Progress	57		58	57							172	600
Total											735	2200
Index 2 Score												33

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2013 Index 2: Student Progress Calculation Report
DEVINE ISD (163901)

Reading Progress

STAAR Weighted Progress Rate	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	865		501	347					40			
# Met or Exceeded Progress	517		281	225					23			
# Exceeded Progress	124		70	52					7			
% Met or Exceeded Progress	60		56	65					58			
% Exceeded Progress	14		14	15					18			
Reading Weighted Progress Rate	74		70	80					76		300	800

Mathematics Progress

STAAR Weighted Progress Rate	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	713		412	288					31			
# Met or Exceeded Progress	387		228	152					16			
# Exceeded Progress	78		41	34					5			
% Met or Exceeded Progress	54		55	53					52			
% Exceeded Progress	11		10	12					16			
Mathematics Weighted Progress Rate	65		65	65					68		263	800

Writing Progress

STAAR Weighted Progress Rate	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Maximum Points
Number of Tests	129		71	53								
# Met or Exceeded Progress	74		41	30								
# Exceeded Progress	0		0	0								
% Met or Exceeded Progress	57		58	57								
% Exceeded Progress	0		0	0								
Writing Weighted Progress Rate	57		58	57							172	600

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2013 Index 2: Student Progress Data Table
DEVINE ISD (163901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Reading										
Number of Tests	865	*	501	347	-	-	*	12	40	-
# Met or Exceeded Progress	517	*	281	225	-	-	*	7	23	-
# Exceeded Progress	124	*	70	52	-	-	*	1	7	-
% Met or Exceeded Progress	60%	*	56%	65%	-	-	*	58%	58%	-
% Exceeded Progress	14%	*	14%	15%	-	-	*	8%	18%	-
Mathematics										
Number of Tests	713	*	412	288	-	-	*	*	31	-
# Met or Exceeded Progress	387	*	228	152	-	-	*	*	16	-
# Exceeded Progress	78	*	41	34	-	-	*	*	5	-
% Met or Exceeded Progress	54%	*	55%	53%	-	-	*	*	52%	-
% Exceeded Progress	11%	*	10%	12%	-	-	*	*	16%	-
Writing										
Number of Tests	129	*	71	53	-	-	-	*	*	-
# Met or Exceeded Progress	74	*	41	30	-	-	-	*	*	-
# Exceeded Progress	0	*	0	0	-	-	-	*	*	-
% Met or Exceeded Progress	57%	*	58%	57%	-	-	-	*	*	-
% Exceeded Progress	0%	*	0%	0%	-	-	-	*	*	-

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'**' When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

'-' Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2013 Index 3: Closing Performance Gaps Calculation Report
DEVINE ISD (163901)

Overall Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Reading Weighted Performance	75	74	83	232	300
Mathematics Weighted Performance	68	70	80	218	300
Writing Weighted Performance	43	46	57	146	300
Science Weighted Performance	76	79	85	240	300
Social Studies Weighted Performance	61	64	75	200	300
Total				1036	1500
Index 3 Score					69

Note: For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.

Reading Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Number of Tests	681	735	493		
# at Phase-in 1 Level II or above	508	547	410		
% at Phase-in 1 Level II or above	75	74	83		
Reading Weighted Performance Rate	75	74	83	232	300

Mathematics Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Number of Tests	677	737	499		
# at Phase-in 1 Level II or above	460	515	399		
% at Phase-in 1 Level II or above	68	70	80		
Mathematics Weighted Performance Rate	68	70	80	218	300

Note: For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.
Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2013 Index 3: Closing Performance Gaps Calculation Report
DEVINE ISD (163901)

Writing Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Number of Tests	336	380	250		
# at Phase-in 1 Level II or above	144	174	143		
% at Phase-in 1 Level II or above	43	46	57		
Writing Weighted Performance Rate	43	46	57	146	300

Science Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Number of Tests	347	403	252		
# at Phase-in 1 Level II or above	264	318	213		
% at Phase-in 1 Level II or above	76	79	85		
Science Weighted Performance Rate	76	79	85	240	300

Social Studies Performance

STAAR Weighted Performance Rate	Econ Disadv	Hispanic	White	Total Points	Maximum Points
Number of Tests	278	344	211		
# at Phase-in 1 Level II or above	170	220	159		
% at Phase-in 1 Level II or above	61	64	75		
Social Studies Weighted Performance Rate	61	64	75	200	300

Note: For 2013, Weighted Performance Rate is equal to the percent of tests that meet Phase-in 1 Level II or above.
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Devine Independent School District Improvement Plan 2013-2014

TEXAS EDUCATION AGENCY
2013 Index 3: Closing Performance Gaps Data Table
DEVINE ISD (163901)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	
2012 STAAR Performance								
All Subjects - Used for Determining Lowest Performing Race/Ethnicity Group(s)								
Percent of Tests								
% at Phase-in 1 Level II or above	50%	66%	79%	*	-	*	84%	
Number of Tests								
Total Tests	10	2,039	1,365	*	-	*	50	

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2013 STAAR Performance								
Reading								
Percent of Tests								
% at Phase-in 1 Level II or above	*	74%	83%	*	-	*	72%	75%
% at Final Level II or above	*	27%	47%	*	-	*	44%	27%
% at Level III Advanced	*	7%	18%	*	-	*	11%	7%
Number of Tests								
# at Phase-in 1 Level II or above	*	547	410	*	-	*	13	508
# at Final Level II or above	*	201	232	*	-	*	8	184
# at Level III Advanced	*	53	87	*	-	*	2	47
Total Tests	*	735	493	*	-	*	18	681
Mathematics								
Percent of Tests								
% at Phase-in 1 Level II or above	*	70%	80%	*	-	*	88%	68%
% at Final Level II or above	*	17%	30%	*	-	*	47%	16%
% at Level III Advanced	*	5%	12%	*	-	*	6%	5%
Number of Tests								
# at Phase-in 1 Level II or above	*	515	399	*	-	*	15	460
# at Final Level II or above	*	127	151	*	-	*	8	105
# at Level III Advanced	*	35	59	*	-	*	1	32
Total Tests	*	737	499	*	-	*	17	677

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'**' When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

'-' Indicates there are no students in the group.

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TEXAS EDUCATION AGENCY
2013 Index 3: Closing Performance Gaps Data Table
DEVINE ISD (163901)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2013 STAAR Performance								
Writing								
Percent of Tests								
% at Phase-in 1 Level II or above	*	46%	57%	-	-	-	**	43%
% at Final Level II or above	*	16%	24%	-	-	-	**	12%
% at Level III Advanced	*	1%	2%	-	-	-	**	0%
Number of Tests								
# at Phase-in 1 Level II or above	*	174	143	-	-	-	**	144
# at Final Level II or above	*	61	59	-	-	-	**	40
# at Level III Advanced	*	2	4	-	-	-	**	0
Total Tests	*	380	250	-	-	-	**	336
Science								
Percent of Tests								
% at Phase-in 1 Level II or above	*	79%	85%	*	-	*	90%	76%
% at Final Level II or above	*	22%	33%	*	-	*	50%	22%
% at Level III Advanced	*	5%	11%	*	-	*	10%	5%
Number of Tests								
# at Phase-in 1 Level II or above	*	318	213	*	-	*	9	264
# at Final Level II or above	*	89	83	*	-	*	5	76
# at Level III Advanced	*	19	28	*	-	*	1	17
Total Tests	*	403	252	*	-	*	10	347
Social Studies								
Percent of Tests								
% at Phase-in 1 Level II or above	*	64%	75%	*	-	*	*	61%
% at Final Level II or above	*	12%	19%	*	-	*	*	10%
% at Level III Advanced	*	3%	7%	*	-	*	*	1%
Number of Tests								
# at Phase-in 1 Level II or above	*	220	159	*	-	*	*	170
# at Final Level II or above	*	41	40	*	-	*	*	28
# at Level III Advanced	*	9	14	*	-	*	*	4
Total Tests	*	344	211	*	-	*	*	278

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Devine Independent School District Improvement Plan 2013-2014

TEXAS EDUCATION AGENCY
2013 Index 4: Postsecondary Readiness Calculation Report
DEVINE ISD (163901)

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
Graduation Score												
4-year Graduation Rate	91.5%		86.2%	96.7%							274.4	300
RHSP/DAP Rate	75.8%		71.2%	79.3%							226.3	300
4-year Graduation Total											500.7	600
4-year Graduation Score												83
5-year Graduation Rate	93.3%		92.0%	96.4%							281.7	300
RHSP/DAP Rate	75.8%		71.2%	79.3%							226.3	300
5-year Graduation Total											508.0	600
5-year Graduation Score												85
Index 4 Score												85

For more information on Index 4 calculations (annual dropout conversions or AEA bonus point calculations) see the 2013 Accountability Manual.
Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2013 Index 4: Postsecondary Readiness Data Table
DEVINE ISD (163901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
9-12 Graduation and Dropout Rates										
4-Year Graduation Rate (Gr 9-12): Class of 2012										
% Graduated	91.5%	-	86.2%	96.7%	*	-	-	*	90.0%	*
# Graduated	118	-	56	59	*	-	-	*	9	*
Total in Class	129	-	65	61	*	-	-	*	10	*
5-Year Extended Graduation Rate (Gr 9-12): Class of 2011										
% Graduated	93.3%	*	92.0%	96.4%	*	-	*	*	94.1%	-
# Graduated	126	*	69	53	*	-	*	*	16	-
Total in Class	135	*	75	55	*	-	*	*	17	-
Annual Dropout Rate (Gr 9-12): SY 2011-12										
% Dropped Out	0.8%	*	1.3%	0.0%	*	*	-	0.0%	1.1%	0.0%
# Dropped Out	5	*	5	0	*	*	-	0	1	0
# of Students	634	*	372	250	*	*	-	7	88	14
Annual RHSP/DAP Graduates: SY 2011-12										
% RHSP/DAP Graduates	75.8%	-	71.2%	79.3%	*	-	-	*	n/a	n/a
# RHSP/DAP Graduates	91	-	42	46	*	-	-	*	n/a	n/a
# of Graduates	120	-	59	58	*	-	-	*	n/a	n/a

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

'-' Indicates there are no students in the group.

'n/a' Indicates there were no data previously reported by TEA for the student group.

DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2013-2014

Goal 1: **PARENT AND COMMUNITY INVOLVEMENT: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.**

District Objective: The district will increase parent and community involvement by including parents and the community in decision-making at the campus and district level.

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	Superintendent Dir. Spec. Prog. 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 2013 - Spring 2014	Sign in sheets Evaluation Forms Minutes
3. Secure parent commitment to improving student achievement and behavior through their 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. Campus staff	Forms on file at campus office September 2013	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. 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.	September 2013- April 2014	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. PLN & campus facilitators	August 2013-June 2014	Class schedules
8. Promote parental/community participation in Adult ESL classes.	Local Title III-A	Dir. Spec. Prog.	As needed - Fall, spring, and summer enrollment data	Schedule of classes Sign-in sheets
9. Contact social service agencies, local charities, PLN 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 orgs, Administrative staff	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	Directors Asst. Supt of C&I Spec.Ed.Dir. Counselors Spec.Prog.Teachers	Fall 2013-Spring 2014	Agenda, copies of items sent to parents, information packets, brochures, sign-in sheets, evaluations
11. 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 2013-June-2014	Copies of policies to parents Surveys on file District and campus achievement plans
12. Provide parental support to parents of dyslexia and G/T students with an annual meeting.	ESC 20 Dyslexia & G/T Coord. Dyslexia & G/T teachers	Dyslexia & G/T Coord. Dyslexia & G/T Teachers Directors	Fall 2013	Sign-in sheets
13. 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 Diagnosticians Principals Speech therapists Counselors	August 2013-June 2014	Parents' signatures on IEP's developed at the annual review Signatures at parent meetings
14. 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 2013–June 2014	Sign- in sheets for volunteers SBDC and DEIC
15. Provide parents campus and district information through district website, School Messenger and monthly event calendars. Investigate providing a district Facebook and Twitter account for parent/student communication.	District web-site Local The Stampede	Principals Directors Tech. Director, Tech. Specialist	August 2013-June 2014	Parent Survey Establishment of Facebook and Twitter accounts

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
16. Provide information and/or training in the following areas: • Drugs/violence • Bullying/Cyberbullying • CPR/First Aide • Internet Safety/Sexting	Title I-Part A Parent pamphlets for prevention of drug abuse, gangs, and bullying Student handbooks Random Drug Testing Policy, TXSSC	Designated staff Dir. Spec. Prog. Counselors Principals & APs C/O Administrators Health Services FCCLA	August 2013- June 2014 (day and evening sessions)	Calendar of workshops or distribution dates Sign in sheets
17. 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. LPAC ESL staff Counselor	August 2013- June 2014	Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets TELPAS/AMAO parent info
18. Provide information to parents concerning the new High School Graduation Plans and the creation of Personal Graduation Plans for high school and middle school students.	Campus	High School & Middle School Counselors HS & MS Administration	March - February 2014	Copies of Degree Plans to Parents
19. Increase parent communication by teachers responding to parent emails in a timely manner and through online gradebook and attendance, including ability for parents to see 6 weeks syllabus/assignments.	Local District website Parent Portal	Principals K-12 Staff Technology Director	August 2013- June 2014	Parent Survey
20. 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 2013	Parent Sign-in Sheets Parent Survey

DEVINE INDEPENDENT SCHOOL DISTRICT
DISTRICT ACHIEVEMENT PLAN
2013-2014

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

District Objective: All student groups testing on STAAR Ready Assessment, TPRI, and STAAR/EOC will maintain or exceed the state and federal standards in 2014 as reported on AEIS/state and AYP/federal criteria.

District Objective: The district will strive to increase the percentage of students taking the SAT/ACT, along with graduating students who attain scores on the STAAR that are equivalent to a passing score on the ACCUPLACER or THEA.

District Objective: The district will strive to increase the percentage of students 3-11 who attain scores on the STAAR/EOC, STAAR M, STAAR Alt. and SAT (1000-1500)/ACT (24) tests that are equivalent to or exceed the state standard.

District Objective: The district will meet or exceed the state drop-out and completion rate based upon AEIS indicators.

District Objective: 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. 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 2013.	Campus Plans Title I-Part A budgets Assurances Standard application	Dir. Spec. Prog.	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 2013 –July 2014	Completed and approved application
4. Process migrant records and identify students.	ESC 20	Dir. Spec. Prog.	August 2013 –July 2014	Data entry specialist logs Reports ESC 20
5. Conduct Pre-Kinder/Kindergarten Round up.	District	Principal Support staff	June 2013-June 2014	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. of Student Services Principals Counselors Teachers	August 2013-June 2014	Lists of At-Risk students Failure rate reports at six week intervals

Strategies for Improvement of Student Performance	**Resources Needed**	**Staff Responsible**	**Time lines for ongoing monitoring**	**Formative Evaluation Criteria**
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
8. Provide accelerated instruction for grades 5 and 8 (pending state guidance) and TAKS exit and STAAR/EOC for high school students.	SCE	Asst. Supt. & Directors Assigned Staff Principals	June 2014	Attendance documentation for enrolled students TAKS/STAAR/EOC standards
9. Provide tutorials and accelerated coursework before, during, and after school for students who are at-risk, dyslexic, economically disadvantaged, or under another special program and is in danger of failing a course or state test.	Principals Teachers SCE	Principals Dir. Spec. Prog. Assigned teachers	September 2013 – June 2014	Payroll records Teacher Evaluation reports (RtI) Benchmarks Test Results Progress Report and Report Card
10. Provide services for At-risk students, including 504 referrals, to be used by campus referral committees in recommending services for students with special needs.	Staff committees SCE Title I-Part A	Asst. Supt. Directors Principals	August 2013-June 2014	Distribution of document to campus referral committees
11. Provide an array of learning opportunities for At-Risk students that emphasize content in the four core academic areas.	SCE Title I-Part A	Directors Principals and APs Asst. Supt.	August 2013-June 2014	Report Card, Grades, TAKS/STAAR/EOC, TPRI, benchmark tests
12. Use Accelerated Reading Instruction Program, Reading First model to provide services for At-Risk students in K-3.	Local SCE	Principals Staff	August 2013-June 2014	Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests
13. Train students on the use of electronic media for research, bibliography, and accelerated reader.	State Librarian	Teachers Librarians	August 2013-June 2014	Campus library records Lesson plans Computer lab logs
14. Provide information, accommodate, and track the district dyslexia plan to include direct instruction and emphasis on the four phases of the program as described by TEA.	Materials Local SCE Campus Dyslexia Coord. Scottish Rite and Lexia	Dir. Spec. Prog. Campus Dyslexia Coords. Principals Counselors	August 2013-June 2014	Documentation Class lists of students served Sign-in forms Agenda Handouts
15. Inform teachers of behavior management and instructional modification strategies at all campuses.	ARD Committee	Counselors Diagnosticians Psychologists Teachers	August 2013-June 2014	Implementation of plans and modifications

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
16. 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 2014 Following annual review	PEIMS data PBMAS report
17. Offer various advanced and experimental courses for G/T students at the secondary 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 & APs Counselors	August 2013– June 2014	Survey results List of offerings Student schedules
18. Review the scope and sequence for the G/T Program by reviewing and revising the gifted curriculum instructional and organizational patterns in order to meet the cognitive and affective needs of gifted students in the four content areas as specified in 19TAC Ch 89.	G/T budget ESC 20	Asst. Sup of C&I Principals G/T Teachers Counselors	August 2013 and June 2014	G/T scope and sequence (K-12) Curriculum guides for gifted prog. G/T student schedules Lists of course offerings G/T surveys and/or program evals. organizational plans
19. 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 2013 – June 2014	Records of nominees on each campus G/T folders with copies of tests given.
20. 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 2013 – June 2014	List of committees on file Personnel files
21. Provide opportunities for G/T students to accelerate in area of student strength.	G/T budget G/T surveys CBE testing	Asst. Sup of C&I Principals & Counselors G/T teachers	May & August 2014	Credit by examination (CBE) results. Purchase orders for advanced materials.
22. Monitor the ESL program to include instruction in English using ESL instructional techniques.	State adopted materials Supplemental materials ELPS & Reg. 20 Title I-Part A	Dir. Spec. Prog. Staff Campus staff	August 2013– June 2014	Report card grades TELPAS
23. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc.	Printed material Meetings	Appropriate departments Counselors	August 2013– June 2014	Agenda Sign-in sheets
24. 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 2013– July 2014	Timelines met

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
25. 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 2013– July 2014	Number of students being referred to Special Ed. PBMAS Indicators Instructional Arrangements
26. 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 2013– July 2014	Students being served in special education.
27. Provide preschool program for children with disabilities.	Special Education State Federal	Spec. Ed. Director Special Education Staff	August 2013– June 2014	Special Education Testing Informal teacher observation
28. Encourage students to take recommended or Endorsement course-work in order to qualify for Texas Grant Scholarship at collegiate level.	Curriculum	Principals & APs Counselors	August 2013– June 2014	Recommended diplomas
29. 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 2013– June 2014	STAAR Ready (K-2) TAKS/STAAR/EOC scores
30. Develop and provide testing in the four core areas for K-12 benchmark program (within State law) in order to identify students at risk of failing Reading, TPRI, STAAR, or EOC and then provide interventions.	Local Title I-Part A and SCE Kilgo contracted services Curriculum teams RtI Folders	Asst. Supt & Directors Principals and APs Counselors Teachers Curriculum Coordinators	August 2013- June 2014	Benchmark and TAKS/STAAR/EOC scores STAAR scores TPRI Reports STAAR Ready Reports Classroom Assessments
31. 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, and Lexia Reading First Model	Principals, APs of C&I Counselor DSAT committee Asst. Supt. & Directors	August 2013– June 2014	Progress Monitoring Report Cards TAKS/STAAR/EOC Scores Benchmarks
32. 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 2013– June 2014	POs for purchasing books and computers Documentation/log-in of teacher/student library use.
33. 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 2013-June 2014	Students must have completed Alg. II and English II. Published criteria, applications, and test results.

Strategies for Improvement of Student Performance	**Resources Needed**	**Staff Responsible**	**Time lines for ongoing monitoring**	**Formative Evaluation Criteria**
34. Distribute TAKS specifications, STAAR sample items, released TAKS/ STAAR/EOC, STAAR M, STAAR Alt. tests, and TPRI, to provide remediation lists for tutorials, and in-service training.to appropriate special programs departments: • Career & Technology • Special Education • ESL • At - Risk • G/T • Dyslexia • Federal Programs	Special population reports STAAR/EOC/TAKS specifications Released TAKS/SDAA tests Pre/Post Tests Benchmark tests Local	Counselor Directors Asst. Supt. Spec. Ed. Director Principals Reading Coaches APs of C&I Teachers	August 2013-June 2014	Summary reports Remediation & Tutorial lists Teacher time cards on file Report card Evaluation of TAKS, STAAR, Pre/Post Tests Benchmark tests, TPRI
35. Monitor TAKS, STAAR/EOC exemption processes for special education.	Exemption Criteria Special Ed. Strategic Plan	Principals & Counselors Spec. Ed. Director APs of C&I	August 2013-June 2014	Exemption lists ARD documentations
36. Provide funding for supplemental testing materials and resource material to be utilized to increase student achievement for state and federal accountability for STAAR, TAKS, and STAAR/EOC.	Plato Lab, Compass, Computer Labs, State Release Tests, Practice Tests, Skills Bank, TAKS/STAAR/EOC period SCE	Staff Computer facilitators	August 2013-June 2014	Test results by campus & by teacher Computer facilitator results
37. 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.
38. Coordinate the acceleration and administration of the TAKS, STAAR and/or TELPAS for ESL students, and state assessment tests and acceleration for special education students.	Local STAAR, EOC, ITBS, TELPAS, and TAKS tests Eligible students	Directors Asst. Sup of C&I Counselors APs for C&I	October & February April - May 2013-2014	TAKS, STAAR/EOC TELPAS, Special Ed. state assessments, and TPRI results by district, campus and teacher
39. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4th, 5th, 7th & 8th grade students who will take the ACT or SAT tests.	ACT & SAT forms; TIP materials	Principals Counselors	December 2013– May 2014	Test results
40. Review and revise district technology plan.	District Technology plan	Asst. Sup of C&I Directors DEIC Technology Committee	August 2013-June 2014	Evaluation forms Schedule on file Technology Plan

	Strategies for Improvement of Student Performance	**Resources Needed**	**Staff Responsible**	**Time lines for ongoing monitoring**	**Formative Evaluation Criteria**
41.	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 2013-June 2014	Agenda Sign-in sheets Evaluation forms
42.	Involve K - 12th 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 2013-June 2014	TAKS, STAAR/EOC, STAAR Ready and TPRI Reading Tests Results
43.	Recognize students who make Advanced Performance on STAAR and STAAR EOC Ready scores through student incentives and recognition program, and Recognize teachers for District and Campus Met Standard performance and Distinction Designations.	Local	Principals & APs Asst. Supt. Directors Coordinators Teachers	Annually	TAKS, STAAR/EOC, STAAR Ready test gains TAKS, STAAR/EOC, STAAR Ready gap closure
44.	Reduce number of identified special ed. students, and number of special ed. students assigned to ISS, OCS and DAEP.	PEIMS data DTAT documentation Progress monitoring form IEP and BIP documentation Special Ed. Strategic Plan	Sp ed. and reg ed teachers Pre-referral committee Diagnosticians Counselor Principals, APs Special Ed. Aides	August 2013-June 2014	PBMAS indicator will decrease.
45.	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	Sp ed. and reg ed teachers Pre-referral committee Diagnosticians Counselor Principals Case Manager	August 2013-June 2014	Reduction of PBMAS indicator Meeting AYP in areas of special ed. assessment PEIMS data
46.	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 2013-June 2014	(K-3)TPRI scores (3-9) STAAR (M, Alt)/EOC results (10-12)TAKS (A, M, Alt), TAKs exit scores TELPAS Benchmarks
47.	Provide life skills classroom with materials/touch screens to enhance success through assistive technology needs.	IDEA	Special Ed. director Diagnostician Campus Administrators	August 2013-June 2014	(3-9) STAAR M or Alt results (10-12)TAKS A, M, or Alt IEPs/ARD records
48.	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 2013-June 2014	(K-3)TPRI scores (3-10) STAAR (M, Alt)/EOC results TELPAS Benchmarks

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
49. Implement plan and procedures for meeting the State Accountability Indexes 1, 2, 3, and 4, especially the four System Safeguards missed: Writing-Hispanic, Writing-Eco. Dis., Writing-Special Ed and Soc. Studies-Special Ed.	Local Title I-Part A	Principal, AP of C&I, Counselors Asst. Supt. & Directors, ESC 20	September 2013-June 2014	TAKS, STAAR, and STAAR EOC scores
50. 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 2013-June 2014	PEIMS reports Performance Indicator Level on PBMAS report
51. Enhance student achievement though a highly qualified, rigorous curriculum that is researched based with proven results.	Kilgo, Study Island, Compass, PLATO & Lexia	Teachers	August 2013-June 2014	State Assessment and Benchmark Scores, and CBAs SAT/ACT
52. Target the student expectations/objectives for *at-risk* students and implement STAAR/TAKS acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards, be provided effective and timely assistance.	Local Title I-Part A SCE	Asst. Supt & Directors Campus Administration ESC 20 SpEd Facilitators Curriculum Coordinators	August 2013-June 2014	TPRI scores TAKS/STAAR results TELPAS results PBMAS indicators AYP results
53. Provide career awareness of other post-secondary options besides college (technical schools, etc.)	Local Career Day for PreK – 12 CTE Courses Volunteers-Community Internet-research careers ESC 20-COW Local Colleges & Univ.	Counselors/Teachers Principals & APs Director Career & Technology AP of C & I	August 2013– June 2014	Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11th graders Certification
54. Provide follow-up tracking of student withdrawals and Dropouts in grades 7-12, and refer to outside agencies (GED programs and Texas Workforce) for those students who do not return to the school setting.	Verbal and written communication Campus Administration Attendance Clerks Texas Workforce Center	Attendance Clerks & APs Principals & Counselors Asst. Supt. & Directors J.P. Judge SRO	August 2013– June 2014	School enrollment roster Program descriptions Records on file
55. 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
56. Provide visits from administration and law enforcement agencies to inform students and parents of penalties concerning truancy and compulsory attendance laws.	Justice of the Peace SRO Local	Campus Principals/ APs SRO Principals and APs	August 2013– June 2014	Warning letter Referral Report Attendance report SRO records

	Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
57.	Maintain attendance report to identify patterns of absences of students at schools, and file truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy.	Attendance data SRO & Justice of the Peace Court Order	Principals/APs Attendance Clerks SRO	Daily during the school year	Attendance reports Referrals Communication w/ parent & student Warning Letter & Referral Report Court Records & Follow up Report
58.	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. Headstart staff Principals PLN Facilitators	August 2013– June 2014	Purchase orders Schedules Required forms
59.	Develop and provide valid medical information on pregnancy, nutrition, labor and delivery to pregnant teens.	Informational booklet from Devine sec. nurses on pregnancy for sec. clinics. Handouts	MS and HS Counselors Nurses School Health Advisory Council (SHAC)	August 2013– June 2014	Handouts Booklets
60.	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
61.	Continue the operation of a Discipline Alternative Education Campus that offers instructional and counseling services to designated students.	SCE	Principals and Counselors APs & Reg Ed Teachers	Each six weeks Reporting Period	Alternative Hearing Packets Referral letter
62.	Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs; and 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.	All staff members Local funds Devine PD Drug dog and/or Global Drug Dog Agency List of agencies/resources	Devine PD &/or Interquest Principals & APs SRO & Counselors School Nurse South Texas Rural Health	August 2013– June 2014	Interquest Reports Safe & Drug Free Reports Random Student Drug Testing Reports from Pinnacle Proof of attendance in a certified drug-abuse program or counseling
63.	Provide PGP (Personal Graduation Plan) for MS and HS students.	SCE Local	Counselors Teachers Principals & APs	August 2013– June 2014	STAAR, EOC, and/or TAKS Results RtI Documents
64.	Provide summer school/accelerated instruction for 5th and 8th 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 Counselors Summer School/TAKS Teachers	June 2014	Report cards STAAR scores Attendance records

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Goal 3:   **CURRICULUM AND INSTRUCTION: 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.

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. Align Math K-12, Reading K-8, Writing K-12, Science K-12 and Social Studies K-12 using newly adopted plans and textbooks, United Streaming, Study Island, STEM Scopes, and any online resources.	Alignment material Textbook, Scope & Sequence, STAAR/EOC/ TAKS test format	Asst. Sup of C&I Campus Administration Grade level coordinators Vertical teams	September 2013- June 2014	Campus report at regular interval Curriculum maps Lesson plans Observations
2. Provide staff development for administrators, teachers, teacher aides and all support personnel in learning characteristics, curriculum, instructional models, interdisciplinary instruction, STAAR, EOC, special programs, conflict resolution, discipline, parent/community involvement and technology.	Materials Video Tapes Library resources Instructional models Staff Dev. Allotment Technology Allotment	Principals Assistant Principals Counselors Staff development Coordinator AP of C&I	August 2013 - June 2014	Meeting agendas Sign-in Sheets Completion of Certification Evaluation forms
3. Encourage Gifted and Talented students at the high school level to 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 2013- June 2014	List of G/T students served in AP/Dual enrollment classes 2006 Choice slips
4. 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. Supt. & Directors Principals & APs Teachers & Interventionists	August 2013-June 2014	Pre & Post Test Lesson Plans TPRI/TAKS/STAAR results AYP and PBMAS resutls
5. Monitor implementation of IEP accommodations and/or modifications for students with disabilities (Spec. Ed./504), including the consideration for use of assistive technology, if required.	Modification pages Staff	Spec. Ed. Director Principals & APs Sp. Ed. & Reg.Ed.teachers Counselors	August 2013-June 2014	Regular & Special Education Progress Reports and Report Cards

	Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
6.	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 Committees ESL teachers & Parents	Dir. Spec. Prog. ESL Teachers	August 2013-June 2014	Sign-in log & Agenda PBMAS indicators Lesson Plans Needs Assessment
7.	Provide in-service opportunities for ESL strategies through ESC 20 co-op.	Title III-Part A ESC 20	Dir. Spec. Prog.	August 2013-June 2014	Certificates of completion
8.	Continue the district literary program (UIL) which features student special interests and skills (Grades 2-12).	UIL guidelines UIL Budget	UIL Coordinators and Coaches	August 2013-June 2014	Contest results Judges Evaluation
9.	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 2013-June 2014	STAAR/EOC/TAKS TELPAS AMAOS
10.	Curriculum for character education and prevention of violence and drug use will be taught.	Local Keystone Curriculum Second Step	Dir. Spec. Prog. Counselors	August 2013-June 2014	Notations in counselors' report, Lesson plans Discipline referrals
11.	Utilize curriculum based assessments K-12, which are aligned to TEKS and STAAR/EOC/TAKS, and TMDS.	Local Testing materials	All Staff	August 2013-June 2014	Disaggregated data At-risk List
12.	Utilize at-risk curriculum using PLATO online software for grades 6-12.	Local	Dir. Spec. Prog. Asst. Sup of C&I	August 2013-June 2013	Class Schedule Pre/Post Test
13.	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
14.	Incorporate technology application and presentation skills into applicable curricular areas K-12.	Local	Principals Asst. Sup of C&I APs of C&I	August 2013-June 2014	Lesson plans/record of technology school presentations, software, and lab logs
15.	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 2013-June 2014	STAAR/EOC/TAKSSponge Activities Aligned curriculum Workshop Records
16.	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 2013-June 2014	Master Schedule Choice slips

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
17. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech)	Local Carl Perkins	HS Principal HS Counselor CTE Director Asst. Supt.	August 2013-June 2014	Choice Slips CTE Report
18. Continue to double-block mathematics course for freshman meeting at-risk criteria.	Time for scheduling Local	HS Principal Counselor AP of C&I	Annually	Master Schedule
19. 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 2013-June 2014	Lesson plans, SHAC agenda and minutes Fitnessgram reports
20. Provide each campus distance learning capabilities through Online programs, Distance Learning, and united streaming programs.	Instructional Technology Guidelines District E-mail Local	Tech. Director Asst. Sup of C&I HS Librarian MS Librarian	August 2013-June 2014	Schedules of offerings Student use reports E-mail updates
21. 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 2013-June 2014	Certificates of Completion Sign-in sheets
22. Provide students access to Internet and computer use beyond school hours through Open Lab/Library or iPad checkout.	Lab Aide Local	Principals Campus Technology Dept. Librarian	August 2013-June 2014	Sign-in sheets
23. 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 2013-June 2014	Students work Teacher training ELA results
24. Provide teacher and student training on graphing calculators to prepare for class work and EOC math assessment.	ESC 20 consultants Casio consultants	Designated MS and HS math teachers	August 2013-June 2014	Contracts Sign in sheets Attendance certificates
25. Continue to update district and campus websites to reflect student and school information.	Technology budget	Superintendent Tech. Director Principals	August 2013-June 2014	Website changes and updates published on web
26. 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. Principals	August 2013-June 2014	Attendance at functions and conferences

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
27. Perform needs assessment (hardware/software space to student ratio)	Time	CTE Coordinator	Fall 2013	Needs Assessment
28. Maintain special ed. management program to increase efficiency of completing and maintaining ARD data.	e-Sped	Special Ed. Diagnosticians Speech Therapist	August 2013-June 2014	ARD documentation
29. Utilize distance learning labs, electronic field trips, and distance learning to enhance teacher instruction and student performance.	Local	Superintendent Asst. Supt. Technology Director Principals Asst. Principals of C&I	August 2013-June 2013	Lesson plans
30. Provide Texas Library Connection software to better utilize library functionality.	Local	Lead Librarian	August 2013-June 2014	PO and documentation of use
31. Utilize TxEIS student management software for coordination of student registration, attendance, and discipline.	Local	Campus PEIMS Clerk Director of Finance Counselors Principals, APs	August 2013-June 2014	Discipline Integrity Management reports through PBMAS
32. 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. Supt.	August 2013-June 2014	POs Technology Plan Goals Faculty Survey
33. Provide iPad stations per grade level to enhance student learning instruction, along with iPad training for teachers.	Local Technology grant	Asst. Supt. IT Director	August 2013-June 2014	State assessment results

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Goal 4:   **Qualified and Effective 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.

District Objective: The district will provide assistance to the campuses in formulating, implementing, and following through on their staff development plans, along with making sure they 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.

District Objective: The district will make continuous progress toward meeting the measurable achievement objectives for **teacher quality under NCLB using the following strategies/activities (#1-16):**

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Identify and recruit qualified teachers from the surrounding universities and other states.	Colleges and Universities Job fairs/web sites	Asst. Supt.	July 2013-June 2014	Recruiting schedules Teacher contracts
2. Maintain employment for ASHA certified Texas licensed speech therapists.	Colleges and Universities Job fairs/web sites	Spec. Ed. Director	July 2013-June 2014	Teacher Contracts Recruiting schedules
3. Provide high quality staff development to ensure that all core teachers are highly qualified.	Title I-Part A Title I-Part A	Asst. Supt. Dir. Spec. Prog. Campus principals	August 2013-June 2014	Staff development survey, annual review of teacher certification
4. The district will provide reimbursement for the ExCET/TExES test in high needs areas to assist teachers in becoming highly qualified.	Title I-Part AI, Part A	Asst. Supt. Dir. Spec. Prog. Campus principals	August 2013-June 2014	H/Q teacher certificate
5. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language.	Colleges and universities Job Fairs and websites	Asst. Supt. Dir. Spec. Prog. Principals	June 2011-June 2013	Recruiting schedules Teacher contracts
6. Use stipends in areas of critical need such as ESL.	Identification Procedures/Process	Superintendent	August 2013-June 2014	Implementation of stipends Salary Schedule
7. Promote student teaching participation in the schools.	Texas area colleges and universities	Superintendent	August 2013-June 2014	Increased number of student teachers

	Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
8.	Utilize recruitment and retention plan to assist administrators in hiring highly qualified teachers that meet the districts core values.	Recruiting/retention plan Core values interview questions	Principals Asst. Supt Dir. Spec. Prog.	July 2013-June 2014	Increase number of HQ teachers
9.	Collect and edit available statistical reports to meet local needs.	TASB Salary Survey Salary comparison of surrounding districts	Asst. Supt Directors	July 2013-June 2014	Reports
10.	District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience.	Local	Superintendent	July 2013-June 2014	Teacher Salary Schedule
11.	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	Asst. Supt. Dir. of Sp. Prog.	August 2013-May 2014	List of mentors Documented observations Sign-in sheets
12.	Recognize teachers/staff for outstanding students' performance and growth, and perfect attendance	Local	Principals Recruitment/retention Comm	August 2013-June 2014	Awards Budget Process
13.	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. Asst. Supt.	August 2013-June 2014	Sign in sheets Certificate
14.	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. Asst. Supt.	June 2013	HQ compliance reports
15.	Provide staff development for school administrators on PDAS (Professional Development and Appraisal System).	ESC 20 State Board Rules	Asst. Sup of C&I	August 2013-June 2014	Handouts, meeting documentation forms
16.	Provide employee orientation for new staff.	Administrative Staff Board Policy Dist. Employee handbook	Administrative Staff Asst. Supt. Directors	August 2013	Handouts, agendas, and meeting documentation forms
17.	Provide staff development for all staff regarding prevention of student and employee sexual harassment, bullying, child sexual abuse, blood borne pathogens, and progressive discipline issues.	Dist. Employee Handbook ESC 20 Board policy manual	Asst. Supt. Superintendent Principals	August 2013-June 2014	Handouts Reports on Sexual Harassment Agendas and Sign-in
18.	Provide orientations and presentations to campus leadership concerning special populations.	Presentation	Spec. Ed. Director	August 2013-June 2014	Campus announcements

Strategies for Improvement of Student Performance	**Resources Needed**	**Staff Responsible**	**Time lines for ongoing monitoring**	**Formative Evaluation Criteria**
19. Provide orientation for substitutes each semester.	Principals Central Office Personnel	Asst, Supt.	September 2013 January 2014	Applications Handouts
20. 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 2013-June 2014	Gaps/no gaps In-services provided
21. Provide information sessions on three-year evaluations for special education, and why they take place.	PPOG & regulations Federal rules	Spec. Ed. Director	August 2013-June 2014	Gaps / Individualized need Time lines met
22. Provide campus curriculum coordinator stipends for oversight of curriculum alignment, STAAR/EOC/TAKS remediation, and RtI to increase student performance.	Local	Asst. Supt. Principals APs of C&I Curriculum Coordinators	August 2013-June 2014	Benchmarks STAAR/EOC/TAKS TPRI
23. Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and acceleration in small group settings.	Local SCE Ed Jobs	Principal Classroom teachers	August 2013-June 2014	TPRI scores STAAR/EOC/TAKS results TELPAS results
24. Provide paraprofessionals criteria for annual evaluation.	Local	Principal Director of Special Program/Personnel	August 2013-March 2014	Sample copies of evaluations
25. Continue to apply for Race to the Top (RTTT) federal grant to fund additional personnel.	Power of Ten cadre Grant support	Superintendent Asst. Supt & Directors Principals	September & October 2013	Possible grant award
26. Investigate Visioning Leadership Training for administrators	Local RTTT funds (tentative) Title I Part A-AYP funds TASA and ESC 20	Superintendent Asst. Supt.	September 2013-June 2014	Completion of visioning training and implementation of strategies
27. 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. Supt. Directors Principals	As opportunities rise	Sign-in sheets Purchase orders School business approval forms District Master Staff Development Calendar
28. Provide campus/district support for mentor training for new teachers.	Local & Contracted Serv. ESC 20 -PACT Title I-Part A Title II-Part A	Principals Asst. Supt. Directors	August 2013-July 2014	Sign-in sheets Staff development agenda
29. Keep updated on innovative techniques in the instruction of gifted students including affective needs of the gifted, and improve communication between the gifted program, the district, campuses and parents.	G/T Campus	G/T teachers Principals Asst. Supt.	August 2013-July 2014	Documents for teachers participating Minutes of meetings agendas

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
30. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques.	G/T Campus State	AP teachers Principals & APs Asst. Supt.	August 2013-July 2014	Purchase orders for AP sessions
31. Provide staff development to all paraprofessional staff regarding confidentiality.	Local Contract attorneys Employee handbook	Principals	August 2013	Sign-in sheets
32. Provide technology workshops at selected campuses.	Computer upgrades ESC 20 staff	Asst. Supt.	August 2013-June 2014	Sign-in sheets
33. Provide in-service for staff and training students on the use of electronic media for bibliographies, research, accelerated reader, and Follett Catalog Circulation & TLCS for library staff.	ESC 20 Local staff Training from vendors	Asst. Supt.	August 2013-June 2014	Sign-in sheets Training session agendas
34. Assist in coordinating staff development identified in Campus Improvement Plans to include active, participatory, and cooperative learning, modifications for students with IEP's, 504 plans, and Dyslexia plans to monitor progress of students with IEP's/Plans/Goals, and portfolio assessment upon request.	Diagnosticians ARD Team Dyslexia Coord.	Direcotrs Counselors Diagnosticians Dyslexia Coord. Principals & APs	August 2013-June 2014	Workshops Agendas Campus documentation
35. 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, and Phonographix, and Language Foundations.	Materials Presenters Local Scottish Rite	Asst. Supt. Principals Teachers & Intervent. K-3 Dyslexia Coord.	August 2013-June 2014	Workshop schedules Agendas Campus documentation to include sign-in sheets Evaluation Summaries
36. 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. Supt.	August 2013-June 2014	Documentation of sessions offered
37. 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
38. New staff will receive information on district policies and procedures in new employee orientation.	New employee packet Employee Handbook Special Ed. Strategic Plan	Dir. Spec. Prog. Asst. Supt. Spec. Ed. Director	August 2013 As individuals are employed	Signed Statements of Understanding

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
39. Continue to implement a needs assessment for professional development activities.	Staff SBDMs & DEIC Surveys	Principals Asst. Supt.	Spring 2014	Assessment instrument District prof. development calendar Staff dev. Activities & Survey results
40. 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. Asst. Supt.	August 2013-June 2014	Professional development calendar Sign-in and evaluation forms AYP results
41. 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. Supt. Principals	August 2013-June 2014	Memoranda Lists of workshops offered G/T teacher files
42. 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. Supt.	August 2013-June 2014	Memoranda on workshops offered G/T teacher files
43. 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. Supt.	September 2013-June 2014	Evaluation forms
44. Encourage staff development specifically for health professionals to enhance coordinated health program.	ESC 20	Asst. Supt. Nurse	August 2013-June 2014	Attendance in workshop
45. Provide safety and discipline instruction for transportation, maintenance, and cafeteria employees.	Local ESC 20	Food Service Director Dir. Cont. Services Transportation Dir.	August 2013-June 2014	Sign-in Sheets
46. Provide paraprofessional training for Special Education.	Special Education ESC 20 Special Ed. Strategic Plan	Spec. Ed. Director	August 2013-June 2014	Purchase Orders Sign-in Sheets
47. Provide cross grade level communication meetings.	Local	Principals & APs Asst. Supt.	August 2013-June 2014	Meetings
48. 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	Principals & APs Asst. Supt. & Directors	August 2013-June 2014	Sign in sheets Certificates
49. 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 2013-June 2014	Sign in sheets Evaluation forms Certificates
50. Provide incentives to encourage attending higher education courses, book studies, and education-related presentations.	Budget	Superintendent Business Manager	August 2013-June 2014	Record of attendance and college transcripts

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
51. Provide in-service opportunities to PreK-12 for ESL strategies and ELPS alignment through ESC 20 co-op.	Title I-Part A Title II-Part A Title III-Part A Local & ESC 20	Principals Dir. Spec. Prog. Asst. Supt.	August 2013-June 2014	Certificate of completion
52. 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.	August 2013-June 2014	Certificates of completion
53. Provide employee training in emergency response and security audit training for a designated team as required by TEC Section 37.108	Local & ESC 20 TX School Safety Center Emerg. Operations Plan	Principals & APs Dir. Spec. Prog. Asst. Supt.	August 2013-June 2014	Sign-in sheets Certificates of completion
54. 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
55. 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 2013-May 2014	360 data input TAKS Passing rate Evidence of curriculum alignment
56. 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. • 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 2013-June 2014	TPRI scores TAKS/STAAR results TELPAS results PBMAS indicators AYP results

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Goal 5: **SCHOOL** CLIMATE AND DISCIPLINED ENVIRONMENT: **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.	August 2013-June 2014	District plans and discipline referrals Parent Acknowledgement
2. Update Multi-hazard Emergency Operation Plan to included mitigation, preparedness, response, and recovery as defined by TEC Section 37.108	Emergency Operation Plan Templates ESC 20	Principals Dir. Spec. Prog. Asst. Principals	August 2013-June 2014	Completed EOP
3. Implement safety measures in Emergency Operation Plan as provided by Texas School Safety Center (TxSSC)	Local ESC 20	Dir. Spec. Prog. Emergency Operations Planning Team	August 2013-June 2014	Annual review of EOP and safety audit completion.
4. Incorporate character building strategies into daily announcements (PK-12).	Local	Counselors	August 2013-June 2014	Discipline referrals
5. Provide teen dating violence instruction to students, parents, teachers, administrators and support staff 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 Devine News FCCLA	Dir. Spec. Prog. DHS and DMS Principals, Assistant Principals, and Counselors FCCLA &Health Teacher	February 2013-June 2014	Documentation of communication and policy/ programs implemented Documentation of training Sign-in sheets
6. 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. DHS and DMS Principals, APs, and Counselors	February 2013-June 2014	Documentation of students counseled, and appropriate forms. Teen Dating Violence Notebook
7. Maintain parent and community in-service on parenting skills through PLN (Parent Learning Network).	Title I-Part A PLN	Dir. Spec. Prog. PLN Team	August 2013-June 2014	Calendar of workshops Sign-in sheets

	Strategies for Improvement of Student Performance	**Resources Needed**	**Staff Responsible**	**Time lines for ongoing monitoring**	**Formative Evaluation Criteria**
8.	Maintain a district Discipline Alternative Education Program as an alternative to expulsion.	SCE	Superintendent MS and HS Principals	August 2013-June 2014	Records on file at schools
9.	Continue the SRO program for campus security and assistance with truancy.	Local	Supt., Asst.Supt. & Dir. Principals	August 2013-June 2014	SRO reports
10.	Distribute information about district's academic programs and other school related news for publication in The Devine News and on district website.	Film for pictures Digital camera	Principals Directors	August 2013-June 2014	Printed materials
11.	Provide link for board agenda and minutes for regular called board meetings.	Local	Dir.Spec.Prog Sup. Secretary	August 2013-June 2014	Copies on file
12.	Utilize drug dogs at middle and high school for weapons, drug and alcohol detection.	Local Global Canine Detection	Superintendent Principals	August 2013-June 2014	Reports on file
13.	Provide random student drug testing for students in grades 9-12 that participate in extracurricular activities and/or parking permit privileges, and implement voluntary drug testing for student in grades 7-12.	Local ForwardEdge	Principal, APs, and Counselor Nurse Dir.Spec.Prog	August 2013-June 2014	Reports from ForwardEdge
14.	Educate all students in drug prevention and awareness programs (Red Ribbon Week), along with the random student drug testing program.	Policy FNF (Local) Q&A online Local & ESC 20	Principal & APs Counselors Dir.Spec.Prog	August 2013-June 2014	Parent Survey Presentations documented
15.	Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs.	Local	Transportation Dir. Superintendent	August 2013-June 2014	Purchases/Orders Work Orders
16.	Use In-School Suspension (ISS) and Saturday School as alternative to suspension.	Local	Principals Asst. Principals	August 2013-June 2014	ISS Student List Referral Forms
17.	Provide and maintain cell phones and/or two way radios for transportation use and crowd control at ball games.	Local	Superintendent	August 2013-June 2014	Systems on campuses and in use
18.	Provide 1-800 Crime Stoppers number for students to report possible violations.	Local	Dir. Spec. Prog. Principals & APs SRO	August 2013-June 2014	Reports on file
19.	Increase number of surveillance cameras on all campuses to help deter and determine student violations and vandalism.	Local	Dir. Spec. Prog. Principals and Asst. Principals	August 2013-June 2014	Surveillance CD and Discipline reports

	Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
20.	Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes.	Inspection forms	Food Service Director	August 2013-June 2014	Inspection reports
21.	Continue nutritional analysis and menu review for all schools.	Nutritional analysis program manager	Food Service Director	August 2013-June 2014	Menus
22.	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 2013	Agenda Sign-in sheets
23.	Annually review wellness policy which incorporates an employee and parent component to help emphasize proper nutrition and physical activity.	Policy FFA (Local)	Directors & Lead Nurse Food Service Director PE Teachers School Health Advisory Committee (SHAC)	August 2013-June 2014	Wellness Brochures Website Documented activities for all stakeholders
24.	Maintain Material Safety Data Sheets.	MS Data Sheets	Dir. Cont. Services	August 2013-June 2014	Completed material safety data sheets
25.	Conduct a community-school climate survey with 70% initial satisfaction.	Survey Monkey Local	Superintendent Administrative staff	Spring 2014	Survey results
26.	Create a committee to implement the new HB5 requirements for evaluating the district and campuses in: Fine Arts; wellness & pe; community & parent involvement; 21st Century workforce development programs; second language acquisition; digital learning environment; dropout prevention strategies; and programs for G/T students.	Local Community ESC 20	Superintendent Asst. Supt. & Directors Principals & APs	September 2013 – July 2014	Survey results Parent meeting agendas & sign-ins Campus Schedules Student Participation Accountability Data
27.	Conduct annual faculty survey using Strategic Plan objectives to measure campus climate.	Local Survey Monkey	Administrative Staff Superintendent	Annually-Spring 2014	Survey results with increased satisfaction
28.	Maintain and evaluate recognition and incentive programs for success and attendance.	Local	Superintendent Administrative staff	Annually	Areas of recognition
29.	Maintain and evaluate positive rapport among staff and parents/community by various means of communication and opportunities for interaction.	Website, parent email, Devine News, flyers, monthly activity calendars, parent mtgs, School Messenger Counselor's Corner, Local	Administrative staff	August 2013-June 2014	Medias utilized Faculty/Parent/Climate Survey results School Messenger Reports Parent involvement activities on campus calendars SBDM sign-in sheets, publications

	Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
30.	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 Administrative Staff	August 2013	Agendas, committee notes, sign-in sheets, development of policies
31.	Implement the Board goals in the Strategic Plan in areas of Student Success, Partnerships, Facility and Technology Improvements, Maintaining/Retaining HQ Teachers, and Increased Tech/Career Opportunities.	Local ESC 20	Strategic Planning Committee (school and community)	Beginning August 2013 and on-going.	Completion of Strategic Plan and Superintendent's Board Reports detailing updates
32.	Establish and maintain business/community partnership programs on each campus.	Coordination time and budget for projects	Administrative staff Principal	August 2013-June 2014	Implementation and review of programs
33.	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 2013-June 2014	Discipline Referrals
34.	Utilize services from South Texas Rural Health Clinic for substance abuse prevention and mental health services.	Time Facilities	Principals School Nurse Administrative Staff	August 2013-June 2014	Master Schedule Parent Survey Sign-in sheets
35.	Participate in Atascosa JJAEP as an alternative to expulsion.	SCE	Superintendent Principals & APs	September 2013-June 2014	Records on file at schools
36.	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.	Student/Parent Handbook DIP addendum	SHAC Counselors	Fall 2013	Developed plan
37.	Reduce the number or special ed. student referrals to ISS and/or DAEP by providing classroom management and behavior support training.	Training Local Special Ed.	Special Ed. Director	September 2013-June 2014	Reduced number of special ed. ISS/DAEP referrals in Special ed.- Performance Based Monitoring Analysis System (PBMAS).
38.	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 2013-June 2014	School Messenger generated reports Parent Survey
39.	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.	Local Texas School Safety Center ESC 20 South Texas Rural Health	Dir. Spec. Prog/Personnel Principals APs Counselors SRO	August 2013-June 2014	Reduction of discipline referrals/ bullying referrals Parent survey

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

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

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

(5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, 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 a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 50% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

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

Campus-Level SCE Services, 2013-2014

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 (3.0 FTEs) ($220,880) Instructional aides	Principal AP of C&I Directors	August 2013- June 2014 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 2013- June 2014 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 2013- June 2014 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 1st interventions.	SCE -$500- supplies *$1,000-personnel Title I-Part A Local	Principal Reading Interventionist	August 2013- June 2014 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. Supt. Directors Principals	August 2013- June 2014 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 2013-June 2014 SW Comp-2,9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3rd grade
***HOMEBOUND-**Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-$2,000	Principal	August 2013-June 2014 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 2013-June 2014 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, 2013-2014

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

*Funds utilized district-wide

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 teacher 2 -(2.0 FTE) Instructional aides SCE-$121,622 Title I-Part A	Principal	August 2013-June 2014 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 2013-June 2014 SW Comp-2,9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
Dyslexia (Grade 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix and Tier II/Tier III Reading First interventions as well Take Flight/Scottish Rite strategies and Lexia computer program for additional support.	SCE-$500 (supplies) SCE-*$1,000 (personnel) Title I-Part A Local	Principal Reading Interventionist	August 2013-June 2014 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. Principals	August 2013-June 2014 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 2013-June 2014 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 2013-June 2014 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 2014 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)

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
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 2013-June 2014 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-2014 SW Comp-2,9	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP

Campus-Level SCE Services 2013-2014

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-2 (2 FTEs) Instructional aides SCE -$80,300	Principal Asst. Principal of C&I	August 2013-June 2014	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 2013-May 2014-	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) *$1,000 (personnel) Local	Principal Dyslexia teacher Assessment teacher Directors	August 2013-June 2014	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. Supt. Directors	August 2013-June 2014	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 2014	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.	2 certified, teachers 2 FTEs) SCE-$88,750 Supplies SCE $4,125 (incorporated w/ HS funds)	DAEP Teachers Dir of Sp Prog	August 2013-June 2014	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 Dir of Sp Prog	August 2013-June 2014	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 2013-June 2014	Teacher tests Grade cards	Passing all core subjects
STAAR Materials-Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-$3,000	Principal	August 2013-June 2014	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 2014	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 2013-June 2014	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 2013-June 2014	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

Campus-Level SCE Services, 2013-2014

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 2013-May 2014	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 2013-May 2014	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. Supt. Directors	August 2013-May 2014	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 2014	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.	2 certified teachers (2 FTEs) SCE-$88,750 Supplies SCE-$4,125 (incorporated w/ MS funds)	DAEP Teachers Dir of Sp Prog	August 2013-June 2014	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 Dir of Sp Prog	August 2013-June 2014	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 -$1,200 Local	Principal Asst. Principal Counselor AP for C & I	August 2013-June 2014	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 2013-June 2014	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-$2,400	Principal	August 2013-June 2014	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 $2,500	Principal AP of C&I Director of Transportation	June/July 2014	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 2013-June 2014	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 2013-June 2014	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide

| Devine ISD |
| Policy on Sexual Abuse in Schools |

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Devine ISD
Policy on Sexual Abuse in Schools

</div>

| Section 1 |

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Background Information

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1.1 Introduction

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

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

1.2 Purpose

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

1.3 Objectives

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

1.3.1 Primary objectives:

To provide procedures for:

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

Identification and Definitions

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

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

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

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

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

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

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

"**Documentation**" includes the following:

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

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

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

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

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

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

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

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

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

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

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

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

- **the behavior is persisted in, although a single incident of harassment can constitute sexual harassment; and/or**

- **the recipient has made it clear that the behaviour is considered offensive; and/or the perpetrator should have known that the behaviour is regarded as unacceptable.**

Management and Disclosure Procedures: Suspected child abuse

3.1.   Information-gathering

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

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

P h y s i c a l A b u s e		
Behavior of an adult who abuses children	**Behavior of an abused child**	**Physical indications of child abuse**
• Complains that the child is difficult to control; • 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.	• 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.	• 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 which cannot be explained; • Inappropriate clothing to cover the body.

Neglect		
Behavior of an adult who abuses children	**Behavior of an abused child**	**Physical indications of child abuse**
- Behaviour indicates rejection of the child, e.g. child is left in cot or bedroom for long periods of time; - 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".	- 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.	- 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.) **The following physical characteristics are often present in neglected children:** - 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**
• 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.	• 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.	• 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**
• 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.	• 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.	• 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:

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

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

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

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

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

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

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

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

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

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

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

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).

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for [Insert School Year]	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; **and** have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their education interrupted during the previous or current regular school year.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the NCLB Consolidated Application for Federal Funding, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

2013-2014 SSA Migrant Districts
PFS Action Plan
Education Service Center Region 20

Goal(s): 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(s): 100% of PFS migrant students will receive priority access to supplemental instructional opportunities.		
Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
➢	Monthly	System Specialists	NGS Monthly Reports
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
➢	May-August	MEP Coordinator Ed Spec Supervisors Counselors Recruiters System Specialists District Contact	Completed 2013-2014 ID&R Action Plan
The PFS Action Plan must include the following:			
1. When, in your school year calendar, the district's Title 1 Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.			
➢ Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors Counselor District Contact, Campus Administrator or Campus Designee	PFS Report
➢ Provide parents of PFS students a copy of the PFS criteria, discuss what it means, and discuss implications for the student.	Monthly	Ed Spec Supervisors Counselor District Contact, Campus Administrator or Campus Designee	PFS Criteria Sign-In Sheet

2. When, in your school year calendar, the district's Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.			
➢ 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, Campus Administrator or Campus Designee	Parent evaluations/ feedback Counselor follow-up Tutor Feedback Student Feedback
3. How the district's Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.			
➢ SSA districts will provide migrant students who enroll late priority placement in core content classes. (Required Activity "m") ➢			100% of students who enroll late will be placed in the necessary core content classes
4. How the district's Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.			
➢ Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Examples: tutoring, state assessment (TAKS, STAAR and EOC) remediation, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services	Year Round	Ed Spec Ed Spec Supervisor Counselor	Increased number of students completing partial credit and/or passing state assessments
➢ Identify dropout students/ out-of-school youth (OSY) to provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter Ed Spec Supervisor Counselor	Identify and provide information regarding options to 100% of OSY students
5. What federal, state and local programs service Priority for Service students?			
➢ Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor	Completed spreadsheet from each SSA district on file

2013-2014 SSA Migrant Districts
PFS Action Plan
Education Service Center Region 20

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).			
6. 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	Visually verify that PFS Action Plan was included in all district DIPs
Additional Activities	**Timeline**	**Person(s) Responsible**	**Documentation**
Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Counselor Ed Spec Supervisor	Increased number of students completing partial credit and/or passing state assessments
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%.
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs.	Year Round	Ed Spec Supervisor Counselor	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations Participant feedback