

DEVINE INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan for a Schoolwide Program

for

John J. Ciavarra Elementary School



Revised

June 11, 2019

*Translation assistance available upon request
Servicio de traduccion disponible al que lo solicite.*

John J. Ciavarra Elementary School

Campus Improvement Plan for 2019-2020

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Mission Statement

Success begins at John J. Ciavarra Elementary School. We believe that all children can learn and should have a caring teacher and a safe school environment to promote student learning. The school staff is responsible for developing a learning community which challenges all students and provides the resources necessary for students to reach their full potential: academically, socially, and emotionally. With qualified teachers, involved parents, a supportive community, and high expectations, these things can be accomplished; and our students will become tomorrow's leaders.

Say Ciavarra, Say Success!

Ciavarra Elementary School Demographic Profile

General District Information

Devine Independent School District is located in Devine, Texas in Medina County. Four campuses comprise the district: Devine High School (Grades 9-12), Devine Middle School (Grades 6-8), Devine Intermediate School (Grades 3-5), and John J. Ciavarra Elementary School. (Grades PK3-2nd)

Specific School Information

Ciavarra Elementary serves approximately 511 students. The student population is 66.1 percent Hispanic and 32.3 percent Anglo. Students who receive free or reduced lunch totals 68.5 percent. CES is a Title I school-wide campus.

Community Information

Devine is a small town of approximately 4,800 population. It is located on IH 35 south, 35-40 miles from San Antonio.

The town boasts a public library that is quite active within the community and an 18-hole golf course. The school and its activities are the center of the community. DISD programs receive overwhelming support from the community in every way.

Devine ISD staff members are dedicated to providing each and every student the best education through an intensive and challenging curriculum and sound research-based instructional practices.

Devine ISD's comprehensive needs assessment shows continued growth is needed in student academic performance to reach and maintain Exemplary status district-wide. In order to address this need, we must employee, train, and retain highly effective and motivated staff. To ensure limited disruption to instruction, it is vital that we provide a safe and secure environment and a welcoming culture and climate for all stakeholders.

**Ciavarra Elementary School
Site-Based Decision Making Committee
Title I, Schoolwide Program Planning
2019-2020
Campus Representatives**

Brenda Gardner
Principal

Julie Petrash
Second Grade Teacher

Mandy Cross
AP

Michelle Vinton
First Grade Teacher

Stephanie Kohlleppe
Counselor

District Representative
Daryl Wendel
Asst. Superintendent

Melissa Gutierrez
PreK Teacher

Parent Representative
Jessica Knoeber
Grace McElwee
Amber Stricker

Katelyn Blanton
First Grade Teacher

Christie Bean
Second Grade Teacher

Community Representative
Jim Gardner, Brown Chevrolet

DEIC Committee Members

Ronda Shelton
Gail Duffer
Kelsie Lorraine
Mandy Cross

Grade-level Chair Persons

Melissa Gutierrez, PreK
Kelsie Lorraine, Kindergarten
Alison Brown, First Grade
Christie Bean, Second Grade

Component 1 • 2019-2020 Comprehensive Needs Assessment – CES

Family and Community Engagement

SW COMPONENT 6, CSF 5

GOAL 1

Data Sources Reviewed

- Reward Program Business Sponsorships
- Daily attendance calls by School Messenger
- DISD Website Calendar of Events
- Parent contact through letters home, Remind, Class DoJo, School Messenger, Phone Calls, parent conferences
- *Devine News* articles/announcements pertaining to CES
- Veterans' Day Program participants list and program
- UIL
- Parent Sign-in Sheets/Counts
 - Meet the Teacher, Parent Conferences
 - First day greeters`
 - Thankful for Parent and Grandparents Luncheons
 - March Public School Week, Open House, and Art Show
 - Party Days
 - Awards Days
 - Special Events for parents during Book Fair
 - PreK/Head Start Events
 - Red Rally
 - Math/Science Family Fun Night
 - Meet the Teacher @ McDonald's
 - Parent Night (separate grade levels)
 - Grade-level special events
 - Santa Letters for Devine News
 - Events with Warhorse and Arabians
- Grade-level weekly newsletters
- Home visits in Head Start

Family and community engagement 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 Parents and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Findings/Analysis

Strengths

- Business Sponsorships for reward programs
- Daily attendance calls (School Messenger) and good record keeping

Needs

- More frequent updating of website and more useful information included

- Website Calendar of Events; Parent Calendars-emailed and printed
- Parent contact through phone calls, letters home, emails, School Messenger, conferences
- *Devine News* articles/announcements pertaining to CES
- Veterans' Day Program and Red Rally
- Meet the Teacher and Grade-level Parent Meetings
- March Public School Week, Open House and Art Show; Book Fair in February, Parent literacy events
- Awards Days
- Parent Place programs
- Grade-level newsletters each week
- Parental volunteers, especially at PreK level
- Presentations and parent trainings at Parent Place, such as Love and Logic and Reading Trainings
- Adult ESL Classes
- Family engagement in Head Start/PreK—monthly collaborative parent-child projects
- Read Across America with community readers
- Head Start services offered to both parents and children; i.e., health and nutrition counseling, free workshops for parents at ESC 20.
- Home access to iReady and MobyMax
- DISD SHAC Health Fair
- Parent conferences in October
 - Paid personnel and/or time allotted during the school day to be able to make webpage updates, publish newsletters, etc.
- Continue family engagement through projects and presentations in all classes; for example, turkey feathers, Christmas ornaments.
- More money for instructional staff, both professional and paraprofessional.
- More technology training for parents
- Continue to emphasize parent/community involvement with activities already in place, which include classroom parties, and other things listed in strengths.
- Give incentives for parent involvement; i.e. out-of-standard dress the next day for children whose parents attend the grade-level parent meetings at the beginning of school.
- Translate all forms/campus plans in Spanish

Summary of Needs: THERE IS a need for someone to either have regular time to keep the website updated and accurate. We give parents many opportunities for involvement, but there is always a need for more parental involvement.

At Ciavarra Elementary, there are many opportunities for parent involvement; i.e., Veterans Day Program, Red Rally, classroom Christmas and Valentine's Day Parties, Grandparents Day Lunch, Thankful for Parents Lunch, Kinder Feast at Thanksgiving, McTeacher Night, Math/Science Night. Invitations are sent home for all these events.

Data Sources Reviewed

- Response to Intervention Program
 - In-school tutoring program; 1:2 or 3 with aide during specials; small groups with teacher
 - Behavior contracts
- Communication with parents via txGradebook, Remind, DoJo, and email
- ESL teachers
- MobyMax, BrainPOPJr, iReady, Studies Weekly in computer labs
- AR Clubs, Math Facts Clubs
- Recognition of students individually and as classes: *Caught You Being Good, and Caught You Being Great (In PE)*
- Reading Eggs, Imagine Learning, and Brain Pop Spanish for ESL students
- Reading interventionist for K-2; 150 students see one
- Behavior Unit for CES and DIS.
- Eight iPad carts

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

- Goal 2 Students will meet the state standards and will be encouraged to meet their educational potential.

Findings/Analysis**Strengths**

- Campus “traditions” which foster an ideal of success
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Attendance is made a priority and encouraged through student rewards weekly and spelling PERFECT ATTENDANCE as a class.
- Parent surveys indicate a high degree of satisfaction with all campus programs and services
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Class and student rewards for “Bucket Filling”
- Reading interventionists trained in dyslexia interventions
- STAAR Ready and iReady assessments
- GT Teacher/Program
- SmartBoards/Interactive televisions in every classroom
- Tier system in place for RtI
- Performance objective in writing as per Title I application

Needs

- Math interventionist
- Increased parental involvement, especially in supporting students’ academic success
- Additional funds/support (previously provided, but cut from budget) to promote and reward students’ exemplary attendance and grades
- Increased opportunities for teacher input and decision-making
- Additional staff needed to promote inclusion of special education students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students
- Smaller class sizes
- Parent Liaison
- Provide updated Kilgo training for teachers.
- Vertical team meetings

- Grade-level parent meetings at beginning of school year
- Parent trainings such as Parent Portal at GL Parent Mtgs.

Summary of Needs

CES HAS a strong sense of tradition and maintains high expectations for student success. We have high student learning rates and student performance because of our dedicated staff. As our at-risk population continues to grow, we will need more personnel to provide small group instruction and some pullout programs. We will measure student growth by looking at BOY, MOY, and EOY TPRI results, STAAR Ready assessments. We have added a performance objective to improve writing as per Title I application using TEA's Strategic Priorities. Parents and community are supportive of our campus and programs; however, additional parent involvement is needed to promote academic success. We believe that the earlier parents get involved, the better. We are in need of a parent liaison to better forge the relationship between school and family. This one thing may be the most important we could do for our parents and children.

Curriculum and Instruction	SW COMPONENT 2, CSF 1, 2	GOAL 3
<p><i>Data Sources Reviewed</i></p> <ul style="list-style-type: none"> • Kilgo in All Core Subject Areas: <ul style="list-style-type: none"> ○ Vertical Alignment Document ○ TEKS-Based BOY, MOY, EOY Assessments ○ Kilgo-based curriculum maps • 2018-19 Spring Benchmark Results—STAAR Ready • i-Ready data in reading and math--BOY, MOY, EOY • BOY, MOY, EOY TPRI Results, K-2, Gold in Head Start • Literacy by the Month • Textbooks and Ancillary Materials • Campus Teacher Surveys • Lesson Plans • Grade-level Meeting Agendas/Minutes • LCD Projectors, document cameras, Smartboards, interactive televisions in classrooms, iPad, Osmos • Computer programs 	<p>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 technology by 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.</p> <ul style="list-style-type: none"> • Goal 3 A well-balanced and appropriate curriculum will be provided to all students. 	
<p><i>Findings/Analysis</i></p> <p>Strengths</p> <ul style="list-style-type: none"> • Utilization of Kilgo Scope, Sequence across core subject areas • TEKS-based assessments • Online intervention supports, such as iReady, MobyMax • TPRI data used to plan interventions, adjust scope and sequence 	<p>Needs</p> <ul style="list-style-type: none"> • Greater utilization and more consistent implementation of Kilgo in all core subject areas • Training for all core subject teachers in best utilization of Kilgo • Continued enrichment opportunities for G/T 	<p>2019-2020</p>

- Weekly grade-level meetings to address curricular needs, share best practices
- Two computer labs
- Software programs used for all grade levels, including pre-kinder
- TPRI and Tango for data used three times each year in K-2
- Small-group math instruction
- Small-group reading instruction; reading interventionists
- SmartBoards/interactive televisions in every classroom
- Empowering Writers curriculum and online support
- Head Start Gold Assessments, three times per year
- Content mastery support provided for all special population students
- Additional training on implementation of special education accommodations, modification of curriculum, differentiation within the mainstream setting
- Teacher-authored web pages
- Greater freedom to access web sites
- Math interventionist
- Smaller class sizes
- Continued financial support for iPads, SmartBoards, LCD projectors, interactive televisions, etc.
- Continued training and monitoring for writing curriculum, Empowering Writers

Summary of Needs

ALTHOUGH WE recognize that Kilgo is a valuable asset to our core area teachers in terms of curriculum alignment and planning, as new teachers join our staff, there remains a need for additional training and guidance in its effective and full implementation. Teachers need additional training in the planning and delivery of differentiated lessons so G/T needs are met equally with those of students in other special populations. Teachers also see a need for more training in how to implement, as well as more staff support for special education accommodations in the regular education classroom. Providing some sort of content mastery during the school day for all students with special needs is also an area of great need. We are hopeful that we will continue the programs we have now to aid instruction. These include giving the TPRI and small-group math materials. We still have a need to replace our older SmartBoards with interactive televisions.

Qualified and Effective Personnel

SW COMPONENT 3 , CSF 7

GOAL 4

Data Sources Reviewed

- Grade-level demographics
- Campus Staff Development Survey
- T-TESS data using Eduphoria/Strive; 100 percent of teachers were proficient or above

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 Highly-effective personnel will be recruited, developed, and retained.

Findings/Analysis

Strengths

- All professional staff are highly effective
- All paraprofessional are highly effective
- Additional CDA training for Head Start assistants
- A positive environment for staff
- Positive things done for teachers
 - Pay-day treats/Birthday Cake
 - Birthday bags for staff members' birthdays
 - Special breakfast/lunches
 - Lunch during Teacher Appreciation Week
 - Christmas recognition gifts
 - Refreshments for faculty meetings, drink cart
 - Incentives for community/school support (i.e., jeans days for assisting with Book Fair, McTeacher Night, fund-raising help, dress-up days)
- All efforts to cooperate with special circumstances
- Mentoring support for new teachers and stipends for mentors

Needs

- Staff training/development is needed in the use and implementation of available technology
- GT/ELL/Dyslexia training for teachers
- Competitive salaries to help attract excellent teachers
- Smaller class sizes
- Specialized training for aides

Summary of Needs

THE STAFF at CES is highly effective and they do an excellent job in the classroom. We hope we will be able to retain the teacher to student ratio we have now. We all know that research shows that, at all grade levels, but especially at early grade levels, the smaller class size, the higher the achievement. Our at-risk population continues to grow. These children require more individual intervention and attention, and, therefore, more personnel. With budget cuts from the state, class size has risen; that affects student learning, teacher morale, and the overall campus climate.

School Climate: Safe and Disciplined Environment

SW COMPONENT 1, CSF 6

GOAL 5

Data Sources Reviewed

- CES Mission Statement
- CES Motto—Say Ciavarra, Say Success
- I Matter Manifesto
- Student/Class Rewards
- Attendance Reports
- Discipline Reports/Logs
- 2018-19 Faculty Survey

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 The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

- Mentor/Mentee Teacher Surveys-when there is a first-year teacher
- Safety Drill Reports
- Conscious Discipline in Head Start

Findings/Analysis

Strengths

- Campus “traditions” which foster an ideal of success
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Clearly defined emergency procedures with adequate opportunities for practice and feedback
- Policies/procedures in place to address student behavior problems in a timely manner.
- Attendance is made a priority and encouraged through student rewards weekly and spelling PERFECT ATTENDANCE as a class.
- Clean and orderly campus facilities
- Parent surveys indicate a high degree of satisfaction with all campus programs and services (excellent return rate, over 70 percent, on campus surveys as well)
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Class and student rewards for “Caught Being Good” and “Caught You Being Great” in PE
- Love and Logic techniques implemented school-wide.
- RD 360 and Circle techniques used in classrooms
- Many opportunities for teacher input in decision-making.
- Consistent classroom rules and enforcement
- Mentoring program
- Leadership Committee meets several times a semester
- Technology Committee meets twice during the year
- Use of compliment charts in classrooms.

Needs

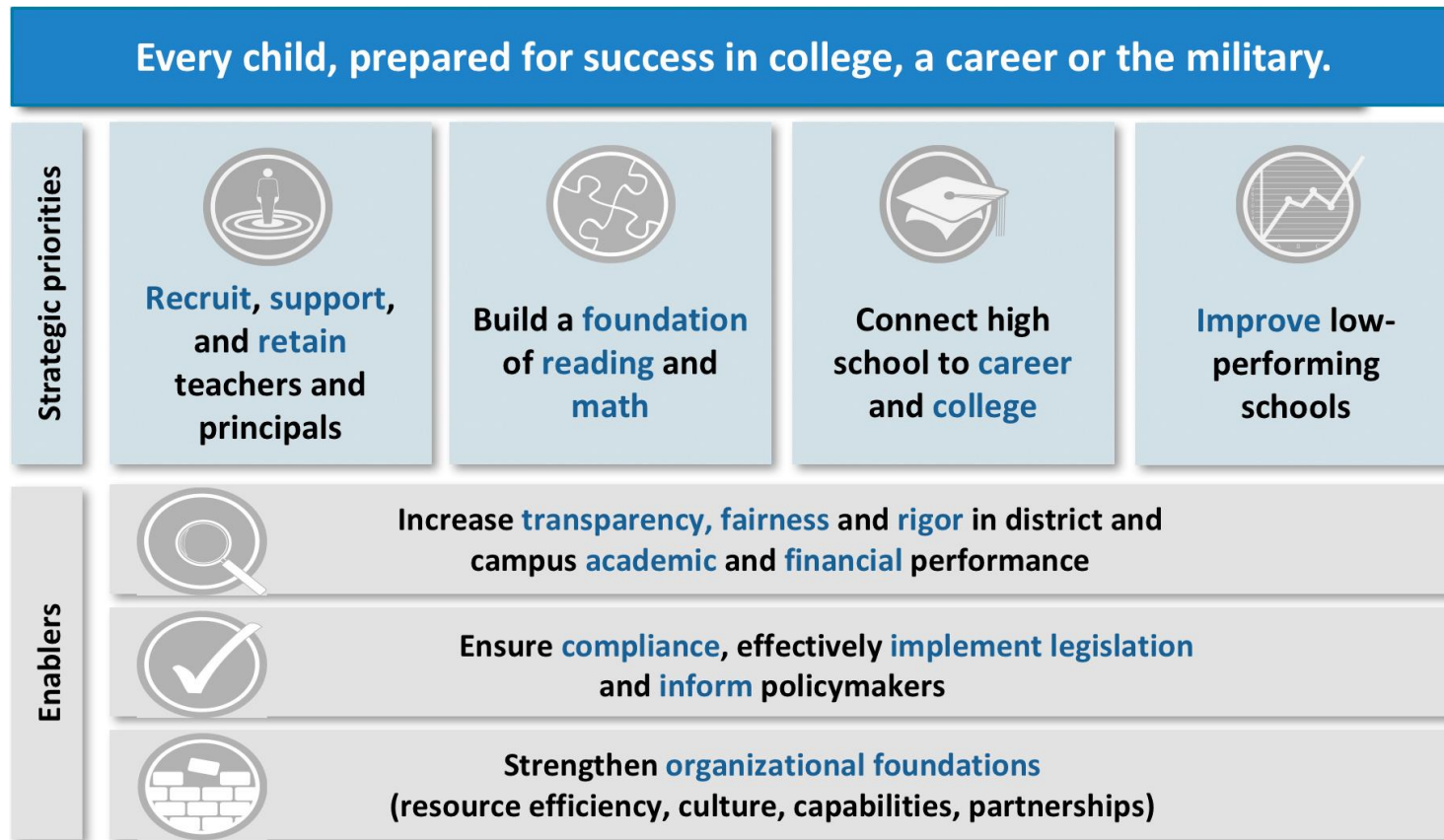
- Increased parental involvement, especially in supporting students’ academic success
- Have a “good behavior” table in cafeteria.

Summary of Needs

CES FOSTERS a positive and nurturing school climate. We have events that recognize students and include parents in all our events. We also foster collegiality among faculty members by recognizing birthdays each month with cake, rewarding perfect attendance for staff each six weeks, Friday Feasts, special breakfasts and lunches for teachers. At CES safety is our number one priority. We practice safety drills throughout the school year. Teachers and students are well trained on what to do in the case of an emergency. We do need funds to continue recognition programs; we now fund these through donations and fund-raising.

Updated 06.11.2019 // bg

TEA Priorities



Goals and Objectives for John J. Ciavarra Elementary School

District Goal #1: FAMILY AND COMMUNITY INVOLVEMENT

Parents, families, and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: 1. *To increase community and family involvement* **CSF 5**

Campus Goals:

1. To systematically communicate with families and encourage their involvement with the school
2. To strengthen public confidence in our school
3. To increase the business community's understanding and involvement in the educational program of the school
4. To include parents families, and community in decision making
5. To have communication and plan available in Spanish

District Goal #2: STUDENT ACHIEVEMENT

Students will meet the state standards and will be encouraged to meet their educational potential.

Campus Objectives:

1. *To increase student achievement on the STAAR and TPRI* **CSF 1, 2, 3, 4**
2. *To maintain high academic expectations of students*
3. *To reduce the achievement gap among disaggregated student populations on the STAAR and TPRI*
4. *To increase the achievement of special populations students on the STAAR and TPRI*

Campus Goals:

To provide the academic foundation that enables:

1. 85 percent or more of all third grade students will attain a Level II or higher on the STAAR Reading test
2. 78 percent or more of all third grade students will attain a Level II or higher on the STAAR Math test
3. 75 percent or more of all fourth grade students will attain a Level II or higher on the STAAR Writing test
4. 85 percent or more of third grade Hispanic students will attain a Level II or higher on the STAAR Reading test
5. 90 percent or more of third grade African American students will attain a Level II or higher on the STAAR Reading test
6. 78 percent or more of third grade economically disadvantaged students will attain a Level II or higher on the STAAR Reading test
7. 75 percent or more of third grade disaggregated student subgroups (Hispanic, African American, economically disadvantaged) will attain a Level II or higher on the STAAR Math test
8. 60 percent or more of special education students will attain a Level II or higher on the STAAR tests
9. 60 percent of Limited English Proficient students taking the STAAR to attain a Level II or higher.

10. The percent of third grade G/T students attaining Level II on the STAAR to be 100 percent.
11. 90 percent or more kindergarten students will be developed on all PA/GK inventories of the TPRI
12. 85 percent or more kindergarten students will be developed on the two word lists of the EOY TPRI
13. 80 percent or more kindergarten students will be developed in Listening Comprehension
14. 95 percent first grade students will be developed on all PA/GK inventories of the TPRI
15. 90 percent or more second grade students will be developed on all inventories of the TPRI
16. 90 percent or more first and second grade students will be developed on all four word lists of the TPRI
17. 90 percent or more first and second grade students will be able to read Story 5 or 6 with adequate fluency and comprehension

District Goal #3: CURRICULUM AND INSTRUCTION

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective:

1. *To provide a well-balanced and appropriate curriculum to meet the needs of the campus community CSF 1, 2*
2. *To integrate technology throughout instruction and management to improve student learning*

Campus Goals:

1. To teach the appropriate essential knowledge and skills at each grade level
 2. To improve the campus nutrition environment, ensure students are physically active, and encourage parents and staff to be positive role models by promoting healthy lifestyles through semester newsletter, evidence in lessons taught in plans
 3. To enhance the effectiveness of classroom instruction and student learning through appropriate application of technology
 4. To meet the educational needs of all students
-

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective: 1. *To recruit and retain highly effective staff CSF 7*

Campus Goals:

1. To notify Central Office of impending vacancies so that the district will recruit qualified and effective teachers
2. To provide timely orientation for new staff
3. To assign each new teacher an experienced mentor
4. To provide quality staff development

5. To provide administrative support to all personnel

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective: 1. *To maintain high expectations of students and provide a safe and nurturing environment, conducive to learning* *CSF 6*

Campus Goals:

- To build a positive school climate and teamwork among faculty, staff, and parents
- Involve district staff, campus staff, parents, and community representatives in improving student achievement through shared decision making

District Goal #1: FAMILY AND COMMUNITY INVOLVEMENT**CSF 5**

Parents, families, and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: 1. *To increase community and parental involvement*

Campus Goals:

1. To systematically communicate with families and encourage their involvement with the school
2. To strengthen public confidence in our school
3. To increase the business community's understanding and involvement in the educational program of the school
4. To include parents families, and community in decision making
5. To have communication and plan available in Spanish

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
1. Inform families about school activities through Remind, Class DoJo, School Messenger, parent-teacher conferences, the Parent Place, local newspaper, school web site, and notes to parents.	Principal AP Teachers	Staff Title I funds Local	August 2019 – May 2020 SW Component 6	Copies of newsletters and PTO agendas on file, evaluation of Parent Sessions, web-site archives, sign-in sheets.		
2. Conduct parenting classes and presentations through the Parent Place.	Principal, Counselor, Director of Special Programs, Head Start Director, Parent Place Facilitators	Staff Title I, Part A SCE	September 2019- May 2020 SW Component 10	Class enrollment sheets and copy of curriculum on file		
3. Provide teachers with different websites and have activities that encourage parental involvement, such as Math/Science Family Night, Thankful for Parents Lunch, Parent Conferences, Veterans Day Program, McTeacher Night, etc.	Principal, Director of Special Programs, Teachers	Staff Title I funds Local funds	September 2019- May 2020 SW Component 10	Sign-in Sheets, community response, monthly postings of strategies and responses through meeting agendas.		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
4. Ensure regularly scheduled and efficient Language Proficiency Assessment Committee (LPAC) meetings by providing timely results of student assessments and other relevant information on Bilingual/ESL Education.	Director of Special Programs, Principal, Counselor	Local Funds	August 2019 - May 2020 SW Component 2	LPAC meeting minutes		
5. Increase family and community involvement via the Site-Based Decision Making Committee.	Principal, SBDMC	Staff Site-Based Decision Making Committee	August 2019 - May 2020 SW Component 6	Attendance sign-in sheets at SBDMC meetings		
6. Improve parent-school relations by increasing contact with families regarding the special programs in which their children may participate, including Gifted and Talented, Reading Intervention, and ESL.	Principal, Counselor, Director of Special Programs, Parent Place, Assistant Superintendent for C & I	Staff G/T Campus Representatives	August 2019 - May 2020 SW Component 6	Documentation of home visits and phone logs on file, attendance sign-in sheets for parent meetings, newspaper press releases		
7. Conduct a spring Open House where families may meet with their children's teachers to review and discuss student achievement reports and view student accomplishments.	Principal, Classroom teachers	Staff	March 2020 SW Component 6	Attendance sign-in sheets and school calendar		
8. Develop opportunities for families to interact with classrooms through activities such as volunteer days and guest reading days, such as Read Across America, Fiesta Friday, First Grade Shoebox Parade, Kinder ABC Parade, Second Grade Pumpkins on Parade.	Principal, Classroom teachers, Parents	Staff	August 2019 - May 2020 SW Component 9	Sign-in Sheets Newspaper articles Information sent home in folders		
9. Host parent/family trainings in both math and reading. Have both large and small group sessions.	Principal, ESC 20 personnel	Title funds	September 2019- November 2020	Sign-in sheets		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
10. Utilize the existing Parent Volunteer Program in Pre-K to improve student grade transitions from early education to the elementary school programs.	Principal, Head Start Director, ESC 20 staff	Staff	August 2019 - May 2020 SW Component 7	Volunteer sign-in sheets, Teacher observations of new student behavior, spring letters to parents and spring meeting schedules		
11. Encourage emerging literacy by continuing, “Read with Me” in Pre-K as students take books home and read with their families; and increase the number of participants.	Pre-K teachers, Head Start Director, Principal, Classroom teachers	Staff, Parents, Community members	September 2019- May 2020 SW Components 7, 9	Increase number of books read noted in reading logs, reader sign-in sheets		
12. Host a “Thankful for Parents” Lunch in November, Veterans Day Cookout, “Gotta Love the Grandparents” event in September, “Lunch with the Warhorses and Arabians” in October, Mother’s Day Lunch in May.	Principal, Cafeteria Staff	Staff	November 2019 May 2020 SW Component 9	Sign-in sheet		
13. Increase interest and community involvement in Red Ribbon Week activities by advertising the daily activities, the pep rally, and distributing ribbons to students/staff. Include alcohol, drug, tobacco awareness through counselor specials rotation.	Principal, SBDMC, Director of Federal Programs, Counselor	Staff	October 2019 SW Component 10	Number of ribbons distributed, Activity schedules, Lesson plans		
14. Improve parental awareness of school success by including TAPR, School Report Card with student report cards.	Principal	TAPR Report Card	January 2020 SW Component 1	Signed report cards		
15. Conduct an annual Title I public meeting to inform families of Title I programs and review the school-parent compact.	Director of Federal Programs, Parent Place Facilitators, Principal, Counselor	Title I	Fall 2019 SW Component 6	Sign in sheets Evaluation Forms Minutes		

Activities/Strategies	Person Responsible	Resources Needed	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
16. Head Start will continue to have Parent Committees that meet once a month during the school year.	Head Start teachers, ESC 20	Head Start funds	Sept. 2019-May 2020 SW Comp 2, 6	Sign-in Sheets		
17. Have “Coins for College” during our Education—Go Get It! Week and reward students if we meet the goal to donate to Devine Dollars for Scholars.	Principal Teachers Counselor	Local funds for reward	February 2020 SW Component 6	Money collected		
18. Host a Family and Friends Night during Book Fair.	Principal Library Aide	Local funds	February 2020 SW Component 6	Book sales		
19. Meet yearly with parents of GT students to explain program.	Principal, GT teachers	Local funds	October 2019 SW Component 6	Sign-in sheet		
20. Have Love and Logic Parent Sessions through The Parent Place.	Principal, Counselor	Local funds Title I	Fall 2019 and/or Spring 2020 SW Component 6	Sign-in sheets		
21. Continue Adult ESL Classes	Dir. Of Special Programs, ESL teacher	Local funds Title III	2019-20 SW Component 6	Sign-in sheets		
22. Use program such as Remind, Class DoJo, and School Messenger to send reminders to parents and families about school activities.	Teachers Principal	Local Funds	August 2019-May 2020 SW Component 6			
23. Continue offering all the Head Start programs for families and children.	Head Start teachers, FSA’s, ESC 20	Head Start funds	August 2019-May 2020 SW Component 6	Records		

24. Parents/families are given information about TPRI, STAAR Ready, and iReady. iReady is accessible at home. Parents/families also have access to the online gradebook.	Principal, Teachers	Local funds	August 2019-May 2020 SW Component 6	Records, Conferences		
25. Provide parent/family trainings, such as The Math Lady, Summer Slide periodically throughout the year.	Dir. Fo Federal Programs, Principal	Local Title IV, Part A	September 2019-May 2020 SW Component 6	Sign-in sheets Presenter contracts		
26. Have grade-level parent/family meetings during the first three weeks of school. Integrate parent training about Parent Portal at that time.	Principal AP Classroom teachers	Local	September 2019 SW Component 6	Sign-in sheets		
27. Have reading interventionist present reading parent programs at the Parent Place periodically.	Special Programs Dir, Rdg. Interventionist	Local	October 2019-March 2020 SW Component 6	Sign-in sheets		

District Goal #2: STUDENT ACHIEVEMENT

CSF 1, 2, 3, 4

Students will meet the state standards and will be encouraged to meet their educational potential.

Campus Objectives:

- 1. To increase student achievement on the STAAR and TPRI***
- 2. To maintain high academic expectations of students***
- 3. To reduce the achievement gap among disaggregated student populations on the STAAR and TPRI***
- 4. To increase the achievement of special populations students on the STAAR and TPRI***

Campus Goals:

To provide the academic foundation that enables:

1. 85 percent or more of all third grade students will attain a Level II or higher on the STAAR Reading test
2. 78 percent or more of all third grade students will attain a Level II or higher on the STAAR Math test
3. 75 percent or more of all fourth grade students will attain a Level II or higher on the STAAR Writing test
4. 85 percent or more of third grade Hispanic students will attain a Level II or higher on the STAAR Reading test
5. 90 percent or more of third grade African American students will attain a Level II or higher on the STAAR Reading test
6. 78 percent or more of third grade economically disadvantaged students will attain a Level II or higher on the STAAR Reading test
7. 75 percent or more of third grade disaggregated student subgroups (Hispanic, African American, economically disadvantaged) will attain a Level II or higher on the STAAR Math test
8. 60 percent or more of special education and LEP students will attain a Level II or higher on the STAAR tests
9. The percent of third grade G/T students attaining Level II on the STAAR to be 100 percent.
10. 90 percent or more kindergarten students will be developed on all PA/GK inventories of the TPRI
11. 85 percent or more kindergarten students will be developed on the two word lists of the EOY TPRI
12. 80 percent or more kindergarten students will be developed in Listening Comprehension
13. 95 percent first and second grade students will be developed on all PA/GK inventories of the TPRI
14. 90 percent or more second grade students will be developed on all inventories of the TPRI
15. 90 percent or more first and second grade students will be able to read Story 5 or 6 with adequate fluency and comprehension.

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Continue the Accelerated Reader program in grades 1 and 2 through the addition of new books, test updates, software upgrades, and point club incentives.	Principal Librarian Classroom teachers	Local fund Staff	August 2019 - May 2020 SW Component 2	Library records Achievement in AR point clubs		
2. Improve services to LEP students through increased training for teachers, the sharing of information in staff meetings, review of existing strategies, Imagine Learning in the lab, and implementation of necessary changes.	Principal, Director of Federal Programs, ESL teachers	Staff ESC 20 SSA Title III, Part A	August 2019 - May 2020 SW Component 2	Meeting minutes, walk-through forms, achievement levels of LEP students on the TPRI and TELPAS		
3. Conduct mandatory in-school tutorials where teachers and aides work with individuals or small groups for thirty minutes to address the academic needs of students as part of the RtI process.	Principal Classroom teachers, Counselor	Staff SCE	August 2019 - May 2020 SW Component 9	Classroom grades, TPRI results Tutoring data		
4. Incorporate STAAR Ready exercises and STAAR reading and math practice materials into daily 1 st and 2 nd grade lessons to improve student performance on STAAR Ready assessments.	Principal, Counselor Classroom teachers	Local SCE	August 2019 -May 2020 SW Component 9	STAAR reading/math results for 3rd grade, Benchmark results for 1 st and 2 nd grades		
5. Continue to give benchmark tests three times per year in grades 1-2 to identify TEKS that need further reinforcement for TPRI/STAAR.	Principal, Classroom teachers	Staff time Benchmarks	August 2019 - May 2020 SW Component 8	Benchmark results, TPRI results		
6. Incorporate oral language strategies for all students through the use of, Reading First techniques, ESL materials, software, and staff development.	Principal, Classroom teachers	Staff ESL materials SCE, Title III, Part A	August 2019 -May 2020 SW Component 9	Lesson plans, TPRI scores, technology lab attendance logs		
7. Incorporate computer-assisted instruction and practice tests into existing curriculum to improve student learning and as part of the RtI process.	Principal, Classroom teachers, Computer Lab aides	Technology labs SCE, Title I Local	August 2019 -May 2020 SW Component 9	TPRI, Benchmarks, and iReady, MobyMax		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec..	May
8. Promote vocabulary development and reading fluency through daily teacher read-alouds.	Principal Classroom teachers	Staff Reading materials Local funds	August 2019 - May 2020 SW Component 2	Lesson plans, Walk through forms		
9. Integrate higher-order thinking skills into daily curriculum to improve reading comprehension and math achievement.	Principal Classroom teachers GT teacher	Staff Local funds	August 2019 - May 2020 SW Component 2	TPRI scores, Benchmark scores		
10. Encourage student participation in the Math-a-Thon by offering incentives.	Principal Classroom teachers	Staff Local funds	November 2019	Math-a-Thon participants		
11. Celebrate the 50 th and the 100 th day, grades Pre-K--2 by incorporating numerous counting/measuring methods into lesson plans and incentives for students.	Principal Classroom teachers	Staff Math materials	50th day of school, 100 th day of school SW Component 9	Lesson plans, Activity lists, Walkthrough forms		
12. Provide family support in math and science activities through school-wide math and science night.	Principal Classroom teachers	Staff Title I funds	September 2019 SW Component 6	Sign-in sheets, Attendance, Parent surveys		
13. Implement challenging curriculum for gifted and high achieving students, accomplished through integrated instruction.	Principal Classroom teachers	Staff Local funds	August 2019- May 2020 SW Component 2	Lesson plans, Program evaluations by parents and staff.		
14. All students will participate in daily oral reading practice directed by their classroom teacher. Non-fiction text shall be incorporated into instruction during this time.	Principal Classroom teacher	Books Teachers Aides Volunteers	August 2019 -May 2020 SW Component 2	Lesson plans		
15. Continue computerized reading and math instruction to improve skills of academically struggling students and/or those with dyslexic tendencies.	Dir of Federal Programs, Principal Computer Lab Aides Counselor	Computer lab aides	August 2019 - May 2020 SW Component 8	TPRI scores RtI Interventions		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
16. Continue assessment of students in the state TPRI reading inventory in grades K-2, serving at-risk students through the Tier II and Tier III models with a reading interventionist at each grade level, K-2.	Principal Classroom teachers	TPRI materials Title I, Part A	September 2019, January 2020, and May 2020 SW Component 8	TPRI results, Reading Interventionists' Data		
17. Continue 2 nd grade student participation in the UIL program which features students' special interests and skills.	UIL Coordinators and Coaches, Principal Classroom teachers	UIL guidelines Local funds	UIL competition	UIL program enrollment UIL District Meet results		
18. Facilitate transition of early grades--Head Start and kindergarten teachers will conduct parent meetings and bring Pre-K students to tour kindergarten classes. We also invite Red Rooster and Happy Home students to tour.	Principal Classroom teachers	Staff, Training for teachers, aides and parents, Head Start funds, Local	August 2019 - May 2020 SW Component 7	Participation lists Sign-in sheets		
19. Familiarize teachers with educational backgrounds of students with special needs, grades PreK-2 nd .	Principal, Special Education Director, Counselor, Teachers	Staff	August 2019 - May 2020 SW Component 7	Meeting logs Sign-in sheets Conferences		
20. Provide smooth, grade-level transitions for students through classroom tours each spring.	ES/IS Counselors	Staff	Spring 2020 SW Component 7	Tours scheduled, conducted		
21. Continue to support technologies that will support learning in all classrooms.	Principal	Local funds	2019-20 SW Component 7	Purchase orders		
22. Test all kinder and first grade students with a dyslexia screener at the end of the year as mandated by HB 1886.	Principal, Reading Interventionists, Classroom teachers	Local funds Title I, Part A	April-May 2020 SW Component 7	EOY TPRI		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
23. Give students opportunity for intensive core curriculum instruction during interventions during specials times.	Principal Counselor Instructional Staff	Local funds	September 2019- May 2020 SW Component 2	Grades Tutoring logs		
24. Continue to budget for awards and student recognition.	Principal	Local funds	2019-20 SW Component 6	Awards		
25. Continue to implement iReady in labs in classrooms for intervention/acceleration. Also continue Reading Eggs, MobyMax, etc.	Teachers, Principal, AP, Computer Lab Assistants	Local funds IMA funds	2019-20 SW Component 6	Student Reports		
26. Continue to have four Genius Hours during the year. This is a time for students to explore different activities hosted by teachers.	Principal Classroom Teachers	Local funds	November 2019- April 2020	Observations, Evaluation sheets by teachers		
27. Writing activities as performance objective in Title I application using TEA's Strategic Process. We will use Empowering Writers as our curriculum.	Principal Classroom teachers	Local funds	October 2019- May 2020 SW Component 2 and 9	Quarterly goal assessment by grade-levels and principal		
28. Continue migrant support for students by offering tutoring and other services.	Teachers	Title I, Part C ESC 20 SSA	September 2019- May 2020 SW Component 2	Tutoring logs		
Continue grade-level parent meetings at the beginning of the year. Integrate a parent training on Parent Portal at those meetings.	Principal AP Teachers	Local funds	September 2019 SW Component 6	Sign-in sheets		

District Goal #3: CURRICULUM AND INSTRUCTION**CSF 1, 2**

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective:

- 1. To provide a well-balanced and appropriate curriculum to meet the needs of the campus community***
- 2. To integrate technology throughout instruction and management to improve student learning***

Campus Goals:

1. To teach the appropriate essential knowledge and skills at each grade level
2. To improve the campus nutrition environment, ensure students are physically active, and encourage parents and staff to be positive role models by promoting healthy lifestyles through semester newsletter, evidence in lessons taught in plans
3. To enhance the effectiveness of classroom instruction and student learning through appropriate application of technology
4. To meet the educational needs of all students

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Monitor lesson plans on a weekly basis.	Principal, AP	Custom lesson plan template, Technology network	August 2019 - May 2020 SW Component 1	Lesson plans on file		
2. Provide teachers with the necessary curriculum materials to promote learning and meet TEKS standards.	Principal, AP	District budget SCE funds	August 2019 - May 2020 SW Component 1	Purchase orders/receipts on file, Materials documented in lesson plans		
3. Will provide co-teach and collaboration training for teachers, especially for those who teach special needs children	Speakers and training	Title IV, Part A IEP Analysis Grant	August 2019-May 2020 SW Component 1	Sign-sheets, lesson plans		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
4. Integrate writing activities to emphasize the district goal to improve writing scores. Continue to use Empowering Writers as writing curriculum	Classroom teachers	Local funds Title IV, Part A	August 2019-May 2020 SW Component 4	Lesson plans		
5. Continue at-risk reading and math intervention strategies K—2 nd through classroom monitoring. Use RtI strategies for interventions	Principal, K-2 Teachers and Interventionists, Counselor	iReady MobyMsax Reading Eggs Reading A-Z More Starfall Local, IMA funds	August 2019 - May 2020 SW Components 2, 9	Pre- and Post-Tests Lesson Plans Walk-Throughs, TPRI Progress Monitoring RtI		
6. Incorporate iReady, Moby Max into K-1 math and reading interventions and into second grade reading, math, and science curriculum.	Teachers Computer Lab Aides	Local funds' IMA funds	August 2019 – May 2020	RtI documentation Lesson Plans		
7. Conduct grade-level curriculum meetings to develop school-wide instructional strategies and assessments.	Principal, AP K—2nd Teachers Interventionists	Staff Local funds	August 2019 - May 2020	Meeting agendas Lesson plan notations Attendance rosters		
8. Develop benchmark dates for core subjects, K—2 nd , 2-3 times per year.	Principal AP Grade-level Teams	Staff Local funds	August 2019 - May 2020	District calendar entries, Benchmark tests and results		
9. Identify and use research-based teaching methods outlined in reading and math programs.	Principal, AP, Assistant Super. for C & I, Grade-level teams	Staff Local funds	August 2019 - May 2020 SW Component 2	Benchmark results Report card grades		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
10. Implement sexual abuse awareness education and continue <i>Stranger Danger</i> education	Counselor through specials rotation	Local funds	April during Child Abuse Prevention Month	Lesson Plans Parent letter		
11. Inclusion of curriculum units on African-American history month, Hispanic awareness, women's contributions to society and awareness of various cultures through literature.	Principal Classroom teachers	State and local funds, Basal reading series, Library resources	August 2019 - May 2020 SW Component 2	Lesson plans Teacher observation Library check-outs		
12. Provide TPRI staff development for test administration as needed.	Principal Grade-level Coordinators, Reading Interventionists	TPRI instrument, Teacher training, ESC 20 Title I, Part A	Fall 2019 and Spring 2020 SW Components 3, 5	TPRI Student data Teacher attendance rosters		
13. Continue character education, including units on bullying, curriculum for students in K-2	Counselor	Local funds	August 2019 - May 2020 SW Component 2	Lesson plans, Discipline referrals School rules posted		
14. Continue small-group math intervention at local level.	Classroom Teachers	Local funds	August 2019– May 2020	Test results of small groups		
15. Incorporate websites/lessons into reading and math curriculum; i.e., iReady, BrainPOP Jr, Reading A-Z, and MobyMax.	Principal Teachers Computer Lab Assistants	Local funds IMA funds	August 2019 – May 2020	Lesson plans		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
16. Provide library books of high interest and appropriate reading levels that can be incorporated into the ELAR curriculum.	Librarian ELA teachers	Local	August 2019 – May 2020 SW Component 2	Library check out		
17. Provide coordinated health program that includes health service, health and safe school environment, counseling, staff wellness, parent and community involvement, physical ed, health education, and nutrition services.	Principal, AP, Health/PE teachers SHAC	Local	August 2019 - May 2020	Lesson plans SHAC minutes		
18. Ensure that Moderate to Vigorous Physical Activity (MVPA) is implemented in PE class as recommended in the Physical Education Curriculum Guides.	PE/Health teachers	PE/Health Curr The Great Body Shop	Aug. 2019 - May 2020 SW Component 2, 8, 10	Fitnessgram Score Analysis Fitnessgram Curriculum Guides		
19. Implement the health curriculum through The Great Body Shop materials to include collaboration, communication, and critical thinking skills for student academic performance.	PE/Health teachers	Curri guides Print-rich gyms, including word walls, bulletin boards, HOTS, instructional posters IMA funds	Aug. 2019 - May 2020 SW Component 2, 8, 9, 10	Grades Lesson plans		
20. Improve student fitness and student wellness through use of the CSHP.	PE/Health teachers	Curriculum guides Newsletters Campus-wide fitness events	August 2019 - May 2020 SW Component 10	Fitnessgram data		
21. Evaluate the CSHP and Fitness gram results with staff and SHAC committee.	PE/Health teachers	The Great Body Shop, IMA funds	August 2019 - May 2020 SW Component 2, 8, 10	Fitnessgram Score Analysis Fitnessgram Curriculum guides Minutes of SHAC meetings		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
22. Continue to offer fine arts curriculum in the area of art instruction. Students will do activities, which include the four basic strands: perception, creative expression, historical, and cultural heritage.	Art Teacher	Local budget	August 2019-May 2020 SW Component 2, 8, 10	Display of student work at spring open house; Teacher observation		
23. Use iReady, BrainPOPJr, MobyMax, and Edmentum software in computer labs for reading and math instruction.	Principal, Lab facilitator, Technology Director,	Title I, and IMA funds	August 2019 - May 2020 SW Component 2	Class reports		
24. Use technology to access information and enhance instruction across the curriculum, including online lesson plans.	Principal Lab Facilitator	Staff, Technology infrastructure Title I	August 2019 - May 2020 SW Component 2	Observation Reports E-mail logs		
25. Utilize iPads for TPRI and progress monitoring and reports.	Principal Reading Intervention-ists	Tango	September 2019 – May 2020 SW Component 2	Session Evaluations and TPRI Reports		
26. Monitor elementary's infrastructure and bandwidth to assure latest technology can be utilized.	Principal, IT	Local Funds	On-going SW Component 2	Purchase of upgraded software.		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
27. Continue Kilgo training to reinforce implementation of Kilgo Scope and Sequence.	Principal	Local funds	2019-2020 SW Component 6	Lesson Plans		
28. RtI program for Head Start, PreK students. Provide services for at risk students.	Head Start teachers, ESC 20	Head Start funds	2019-2020 SW Component 6	CIRCLE, Gold assessments		
29. Continue to update classroom technology; i.e., SmartBoards, interactive televisions, etc. to enhance instruction.	Principal	Local funds	2019-2020 SW Component 1	Observe classroom instruction using technology		

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

CSF 7

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective: 1. *To recruit and retain highly effective staff*

Campus Goals:

1. To notify Central Office of impending vacancies so that the district will recruit qualified and effective teachers
2. To provide timely orientation for new staff
3. To assign each new teacher an experienced mentor
4. To provide quality staff development
5. To provide administrative support to all personnel

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Assign all first-year teachers a mentor to enhance their transition into teaching and provide assistance with duties. Mentor teachers will receive a stipend.	Principal Mentor Teachers, Director of Federal Programs	Staff Title II, Part A Local	August 2019 SW Components 3, 4, 5	Mentors will be assigned in the first month of school and noted in personnel files		
2. Provide opportunities for teachers to demonstrate educational strengths.	Principal, AP	Local funds Staff	August 2019 - May 2020 SW Components 3, 4, 5	Lesson plans Staff observation forms, Walk-through forms T-TESS		
3. Staff will choose from a wide variety of workshops and staff development courses to assist them with their individual instructional needs and content areas. These may include Kilgo, math and reading TEKS, GT workshops, technology workshops, PBS, TPRI, special ed, etc.	Principal, AP	Local funds, Title II, Part A Title III SCE, Spec. Ed. ESC 20	August 2019 - May 2020 SW Component 4	Online staff development catalog Training certificates		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
4. Participate, as requested, in the student-teacher program offered by Devine High School FCCLA class.	Principal AP Classroom Teachers	High School and Elementary Staff	August 2019 - May 2020 SW Component 4	Lesson plans Students' schedules		
5. Provide staff development that enables paraprofessionals to provide a high level of instruction in core subjects.	Principal, AP, Director of Federal Programs	Title II Title I	August 2019 - May 2020 SW Component 4	Certification		
6. Provide necessary training to keep CPI, ESL, G/T, CPR, etc. certificates current.	Dir. of Federal Programs	Local funds Title III	August 2019 – May 2020 SW Component 4	Attendance certificates		
7. Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings.	Principal Classroom teachers	Local SCE Title I-Part A	August 2019 - May 2020 SW Component 2, 3, 9	TPRI scores, STAAR results TELPAS results		
8. Staff Development will be provided in many areas, including, curriculum, bullying, dyslexia, RtI, all curriculum areas as needed, TPRI, speech screenings, ELLs, TELPAS, Kilgo, Section 504, safety, child abuse. Will also provide TExEs and certification fees for ESL certifications.	Principal, Federal Programs Director, Technology Director, K-2 Grade-level Coordinators, Counselor	Local funds Title III, Part A Title II, Part A	August 2019 - May 2020 SW Components 2, 4, 10	Staff development certificates, Meeting documentation, Evaluation surveys		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
9. Foster collegiality among staff within and across grade levels via grade-level and cross grade-level meetings.	Principal Counselor	Staff	August 2019 - May 2020, weekly SW Component 4	Minutes from meetings, Sign-in sheets, Teacher surveys		
10. Provide staff development on reading interventions.	Principal Reading specialists	Local funds	August 2019 - May 2020 SW Component 4	Sign-in sheets Evaluation forms Certificates		
11. Provide staff development in guided math—Reagan Tunstall	Principal, Dir. Of Federal Programs	Title II, Part A	August 2019	Evaluation forms		
12. Continue to train new teachers in TPRI routines.	Principal Rdg. Interventionists	Local funds	August 2019 SW Component 4	Certificate		
13. Specialized training of paraprofessionals	Principal, Counselor, Reading Interventionists, ESC 20	Local funds	August 2019 SW Component 4	Agenda, sign-in sheets		

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT**CSF 6**

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective: 1. *To maintain high expectations of students and provide a safe and nurturing environment, conducive to learning*

Campus Goals:

1. To build a positive school climate and teamwork among faculty, staff, and parents
2. Involve district staff, campus staff, parents, and community representatives in improving student achievement through shared decision making

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Revise the School-Wide Campus Improvement Plan to reflect new requirements and classroom innovations.	Site-Based Decision Making Team	Staff, Parents, Community Representatives	Spring 2020 (2020-21 Plan) SW Components 1, 2	Original Campus Improvement Plans and revised editions on file, minutes from the meetings		
2. Increase parent involvement in PTO programs for grades Pre-K—2nd through incentive programs.	PTO Officers	Staff, PTO funds	August 2019 – May 2020 SW Component 6	Attendance sign-in sheets, Meeting minutes		
3. Provide field trips that emphasize diverse and exciting educational opportunities.	Principal Classroom teachers	Staff Local funds PTO funds	August 2019 - May 2020 SW Component 2	Documented field trips, lesson plans		
4. Offer programs and lesson plans on good hygiene, health, and nutrition.	Nurse Counselor PE Teachers	Staff Local funds USDA materials	August 2019 - May 2020	Document programs in lesson plans and nurse's notes		
5. Participate in the character curriculum through classroom instruction and student recognition.	Principal, Counselor, Classroom teachers, Director of Special Programs	Staff Local funds	August 2019 - May 2020	Counselor's records Lesson plans		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
6. Participate in Red Ribbon Week in order to inform all students of the dangers of taking drugs. Host a Red Rally.	Principal, Counselor, Teachers, Dir. of Sp. Programs	Local funds	October 2019 SW Component 10	Activity schedule Lesson plans		
7. Host a Veteran's Day event for children and parents.	Principal	Local funds	November 11, 2019 SW Component 2, 6	Program		
8. Maintain and practice school safety. Continue to host safety trainings and speakers.	Principal, AP, Counselor, Staff	Local funds Title IV, Part A	September 2019 – May 2020	Drill reports		
9. Discipline techniques will be practiced campus-wide using the color charts and Bronco Behavior Rules/Discipline Referrals. Students will be recognized every six weeks for exemplary behavior and attendance.	Principal Classroom teachers Counselor AP	Staff, Local funds	August 2019 - May 2020 SW Components 2, 10	Lists of qualifying students, Increase in number of students being rewarded		
10. Parent conferences will be scheduled as necessary to discuss academic growth or behavior issues.	Principal Classroom teachers Counselor	Staff	August 2019 - May 2020 SW Component 6	Records of conferences, Discipline and referral records in office		
11. Reward students in the AR program.	Principal Classroom teachers Counselor	Staff Local funds	September 2019 - May 2020 SW Components 2, 10	Accelerated Reader reports		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
12. Specific personal needs of at-risk students will be addressed by teachers reporting health/hygiene and counseling concerns in order to ensure timely intervention and support.	Nurse, Principal Classroom teachers, Counselor	Staff Local funds	August 2019 - May 2020 SW Component 2, 10	Attendance and grades of students identified as at- risk, Office referral list		
13. Positive student behaviors will be recognized and rewarded through “Caught You Being Good” programs.	Counselor	Staff Local funds	August 2019 - May 2020 SW Components 2, 10	Recipient lists, Certificates		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Every Student Success Act Schoolwide Components

TEN COMPONENTS of a Title I, Part A Schoolwide Program from Every Student Success Act [P.L. 107-110 (§1114)] (Taken from TEA's ESSA Program Coordination website):

In general, a schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. Schoolwide reform strategies that—
 - provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly effective teachers.
4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality, highly-qualified teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

CSFs

Critical Success Factors

The Critical Success Factors (CSFs) are evidence-based research elements found within the Texas Accountability Intervention System (TAIS) that address practical areas for implementing improvement.

For more information, please visit our website: http://www.esc20.net/default.aspx?name=sup_ss.CSF



CSF 1: Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.



CSF 2: Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.



CSF 3: Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).



CSF 4: Increase Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged students" (Jez & Wassmer, 2011; Gettinger & Seibert 2002). To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices (Chalk Board Project, 2008; Kaplan & Chan, 2011).



CSF 5: Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).



CSF 6: Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools' effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate (Scales & Leffert, 1999).



CSF 7: Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact on student achievement.

Collection of Data

The state Texas Academic Performance Report (TAPR) does not measure student performance below the third grade; hence, there currently is no data available from the state system for this school reflecting student performance. At the kindergarten, first, and, second grade levels, the Texas Primary Reading Inventory will be administered at grades kindergarten through second. This data will be disaggregated by grade level, gender, ethnicity, and economically disadvantaged students. This will be used as one measure to collect student data.

For state and federal purposes, Ciavarra Elementary School is paired with Devine Intermediate School.

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. ESSA, 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. ESSA, 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. ESSA, Title III-Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
6. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
7. English as a Second Language (ESL) – A certified teacher uses the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding is used as salary for a certified teacher and special supplies and materials used to enhance the instruction.

Overview of State Compensatory Education

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

Students Eligibility

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

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

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

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

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

District SCE Policies and Procedures

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

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.
- (6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School-and Devine High School are not 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 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

Devine Independent School District Improvement Plan 2019-2020

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 2019-2020

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 percent 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 K-2nd - Provide early reading intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. PreK-2nd -Implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist- (2.5 FTEs) Instructional aides- (3.3 FTEs) Counselor – (0.37 FTE) PreK Teachers- (2.8 FTEs) PreK Aides- (5.0 FTEs) Overtime & Aide Subs SCE Total-\$515,364 Local	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2020 - July 2020 SW Comp-2, 3	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve “Developed” status on TPRI ITBS Performance Meet or exceed STAAR Ready
Dyslexia (Grade 1 & 2) – Provide dyslexia intervention for dyslexic students using Lexia, and Tier II & Tier III Reading 1 st interventions.	SCE -\$500-supplies Local Title I-Part A (if available)	Principal Reading Interventionist	August 2020 - July 2020 SW Comp-2, 9	DRA Reports TPRI Reports Classroom Assessments	Reading/ELA grades List of exited students
Reading/Math-STAAR Materials and Software - Augment core curricula instruction by using STAAR materials to help students achieve STAAR objectives and provide supplemental instruction to students in need of assistance in reading and math.	SCE-\$3,950 Instructional and software supplies	Principal Teachers Technology Aides	August 2020 - July 2020 SW Comp-2, 9	Teacher test Grade cards STAAR Ready results	Passing applicable component of STAAR in 3 rd grade
*HOMEBOUND -Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-\$1,500	Principal	August 2020 - July 2020 SW Comp-2, 9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion

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
Tutorials- Provide in-school or after-school tutorials for students not meeting objective/standard in order to reduce the gap between “all students” (EcoDis/LEP/Sped).	Certified teachers SCE-\$500	Principal Spec. Prog. Director	August 2020 - July 2020 SW Comp-2, 9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR
Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2020 - July 2020	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

*Funds utilized district-wide

