

DEVINE INDEPENDENT SCHOOL DISTRICT

IMPROVEMENT PLAN
2005-2006

Updated
2002-2003
May 2004
September 2005

Table of Contents:

District Improvement Plan Cover Page

Mission Statement

Goal 1 - Parent ResponsibilityPage 01 - 04

Goal 2 - Student LearningPage 05 - 14

Goal 3 - Drop-out PreventionPage 15 - 19

Goal 4 - CurriculumPage 20 - 25

Goal 5 - PersonnelPage 26 - 28

Goal 6 - Student PerformancePage 29 - 34

Goal 7 - ClimatePage 35 - 39

Goal 8 - Staff Development, Research, and EvaluationPage 40 - 46

Goal 9 - TechnologyPage 47 - 50

Goal 10 - FinancePage 51 – 54

Use of Other Resources.....Page 55

Addendum

Over view of State Compensatory Education

District SCE Policies and Procedures

Campus Level SCE Services

2005 District Accountability/Needs Assessment

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
DISTRICT ACHIEVEMENT PLAN
2005-2006**

Goal 1: PARENT RESPONSIBILITY: Parents will be full partners in the education of their children.

District Objective: The district will increase parental involvement by including parents and the community in decision-making at the district level.
Measurement: This will be documented through parental participation in the District Educational Improvement Council meetings.

District Objective: The district will increase parental participation in the District Educational Improvement Council meetings.
Measurement: This will be documented through each parent’s commitment to share the responsibility for improved student achievement reflected in the School-Parent Compact and in documented participation of campus parental involvement activities.

District Objective: The district will systematically communicate with parents in English and Spanish when appropriate to relate information and to offer opportunities for meaningful parental involvement.
Measurement: This will be documented through the distribution of district publications and filed copies of parent notices.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Parents will provide input for planning, implementing and evaluation of the District Achievement Plan, Campus Improvement Plans, Title I, and Safe and Drug Free Schools’ Programs and other activities requiring parent input. | Facilities for meetings Parent Satisfaction Survey | Glenda Allen Principals | Regularly scheduled meetings Schedule on file in appropriate office | Sign-in sheets will reflect parent attendance at the meetings Agendas and announcements |
| 2. An annual Title I public meeting will be held to involve parents in planning, review and improvement of Title I, Part A programs, including the review of school-parent compact | Title I | Director of Special Programs PLN Facilitators | Fall 2005 Spring 2006 | Sign in sheets Evaluation Forms Minutes |
| 3. Parents will commit to improving student achievement and behavior by signing the Title I and District School Parent Compact in the district’s handbooks and District Student Code of Conduct. | Local and Title I printing funds | Principals Glenda Allen Campus staff | Forms on file at campus office September 2005 | Signed compacts on file |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 4. Provide opportunities for parent/teacher contact and conferences at the beginning and through out the school year. | Teachers | Principals | Early dismissal On-going Public School Week | 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, State Compensatory funds and Optional Extended Year Grant | Family Headstart Services Glenda Allen Parent Learning Network Summer School Staff Principals | Vary throughout year Schedule of parent activities by program | Schedule of meetings Agendas Sign- In Sheets |
| 6. Participate in and sponsor 10 parents and staff to the annual Region 20 Parent Advisory Council Conference. | Title I funds for registration fees | Headstart Family Services staff Glenda Allen | December 2006 | Purchase order Schedule of meetings Conference booklet |
| 7. Provide practice activities to parents to assist the students on TAKS areas of weakness for grades 3 through 8 and implement a series of workshops for parents in multiple locations at PLN meetings. | Title I and local funds Parent reports | Glenda Allen Counselors Principals Teachers | September-April 2006 | TAKS practice activities Counselor records |
| 8. Share literature in English and Spanish to parents with suggestions for working with students at home - magnets, bookmarks, and calendars. | Title I funds | Glenda Allen | August - May 2006 | Purchase orders Copies of materials sent |
| 9. Provide a program on successful parenting for teenage parents. | FCCLA Group Counseling State Compensation Education | FCCLA Teachers Parents | As needed | Class schedules |
| 10.Promote parental/community participation in Community Education Program, ESL, and GED classes. | Title V Local funds | Glenda Allen | Fall, spring, and summer enrollment data | Schedule of classes Number of participants who obtain GED certification and enrollments |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 11. Contact social service agencies, local charities and child protective services to provide service for students and parents in the areas of health and clothing. | Nurse, counselors, city, community, and county agencies, charitable organizations Principals | Nurses Counselors Principals Asst. Principals | As needed | Counselors' reports Nurses' reports |
| 12. Fall and spring parent meeting for families to assist them in understanding and assessing the G/T program. Reports to parents each six weeks, parent evaluation, student evaluation of the program. | ESC 20 Cooperative G/T Consortium | GT Instructor K-5 Campus teachers (6-12) Counselors | September, March, May 2005-2006 | Agendas Copies of items sent to parents Brochures, sign-in sheets, teacher, grade books, student folders |
| 13. Students nominated for G/T by parents, teachers, and self. | Nomination forms Pre AP/AP Subjects Dual enrollment 12 th grade | GT Instructor Counselor Teachers at Elementary and Secondary | October-March 2005-2006 | Nomination forms on file at the individual campuses |
| 14. Provide parents of G/T students with information on out-of-school options relevant to the student's area of strength. | A/P Biology Printing budget G/T Parent surveys | G/T staff Linda McAnelly Principals | December- June 2005-2006 | Copies of information sent home |
| 15. Distribute written policies and involve parents in improving/modifying services to G/T students by parental surveys and evaluations. | Local, state, federal funds | G/T staff Principals | August, September, December, May 2005-2006 | Copies of policies to parents Surveys on file District and campus achievement plans |
| 16. Include parents as equal partners in education of students with disabilities. | Local, state, federal funds Printing budget G/T Parent Surveys | Penny Sturm-Borkert Special Ed. Director Diagnosticians Principals Speech therapists | August - May 2005-2006 | Parents' signatures on IEP's developed at the annual review Signatures at parent meetings |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------|
| 17. Provide parents with procedural safeguards regarding special education services. | Local, state, federal funds Printing budget | Penny Sturm-Borkert Special Ed. Director Diagnosticians Speech therapists Principals Teachers Counselors | During ARD meetings and any other parent contact | Procedural safeguard log |
| 18. Encourage parents to serve as school volunteers including serving on campus/district-wide committees. | Campus budget District web-site Newsletters | Principals Asst. Principals Counselors Librarians | September - May 2006 | Sign- in sheets for volunteers SBDC and DEIC |
| 19. Provide parents campus and district information through district website, parent list serve, and monthly event calendars. | District web-site Local The Stampede | Principals Glenda Allen Scott Pesato, Tech. Specialist | August-May 2006 | Parent Survey |
| 20. Provide parents with names of SDBM and DEIC parent representatives and contacts. | District web-site The Stampede Newsletters | Principals Glenda Allen Scott Pesato, Tech. Specialist | August-May 2006 | Parent Survey |
| 21. Provide training for parents to assist children in communication skills and responsible behaviors through the PLN curriculum. | Title I budget TASB for Parent Learning Network | PLN Team | Fall 2005 and Spring 2006 meetings | Sign-in sheet, training topics, evaluation forms, parent survey |
| 22. Provide information on issues relating to drugs/violence. | Title 1 budget SDFS funds Parent pamphlets for prevention of drug abuse and gangs Student handbooks/newspapers | Designated staff Glenda Allen Counselors Principals Asst. Principals | June-July 2005-2006 | Calendar of workshops or distribution dates Sign in sheets |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------|
| 23. 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 | Glenda Allen LPAC ESL staff Counselor | August – May 2005-2006 | Copies of individual parent contact Campus LPAC meeting agendas Sign-in sheets |
| 24. Provide information to parents concerning the recommended High School Degree Plan | Campus budget | High School & Middle School Counselors Brenda Gardner | March - February 2005-2006 | Copies of Degree Plans to Parents |
| 25. Provide Training for parents on “Aim for Success” – Sexual abstinence and character education program. | Local | Linda McAnelly MS and HS Assistant Principals Academic Dean MS and HS Counselors Glenda Allen | August – November 2005-2006 | Student and Parent evaluation |

Goal 2: STUDENT LEARNING: All students will be encouraged to meet their full educational potential.
The individual education program (IEP) for each student beginning at age 16 (or younger if appropriate) includes a statement of needed transition services. The parent is notified that consideration of transition services of the IEP meeting. The student will be invited.
Students with disabilities are educated with non-disabled peers in the least restrictive environment.

District Objective: All students who take the test will be determined to be proficient on the Texas Assessment of Knowledge and Skills scored in 2006 as reported on AEIS.

Measurement: The percent of all students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average 86% in 2005-2006.
The percent of all students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state average 79% in 2005-2006.
The percent of all students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state average 86% in 2005-2006.
The percent of all students (summed across grades 3-8 and 10) passing tests will maintain or exceed the state average 69% in 2004-2005.

Measurement: The percent of African American students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average 86% in 2005-2006.
The percent of African American students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state average 79% in 2005-2006.
The percent of African American students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state average 86% in 2005-2006.
The percent of African American students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state average 72% in 2005-2006.
The percent of African American students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state average 90% in 2005-2006.
The percent of Hispanic students (summed across grades 3, 8 and 10) passing the Reading test will maintain or exceed the state average 86% in 2005-06.
The percent of Hispanic students (summed across grades 3-8, and 10) passing the Math test will maintain or exceed the state average 79% in 2005-2006.
The percent of Hispanic students (summed across grades 4,7 and 10) passing the Writing test will maintain or exceed the state average 86% in 2005-2006.
The percent of Hispanic students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state average 72% in 2005-2006.
The percent of Hispanic students (summed across 3-8 and 10) passing the Social Studies test will maintain or exceed the state average 90% in 2005-2006.
The percent of White students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average 86% in 2005-2006.
The percent of White students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state average 79% in 2005-2006.

The percent of White students (summed across grades 4, 7 and 10) passing the Writing test will maintain or exceed the state average 86% under new standards in 2005-2006.

The percent of White students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state average 72% in 2005-2006.

The percent of White students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state average 90% in 2005-2006.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average 86% under new standards in 2005-2006.

The percent of Economically Disadvantaged students (summed across grades 3-8, and 10) passing the math test will maintain or exceed the state average 79% in 2005-2006.

The percent of Economically Disadvantaged students (summed across grades 4,7, and 10) passing the Writing test will maintain or exceed the state average 86% for 2005-2006.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state average 72% in 2005-2006.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state average 90% in 2005-2006.

District Objective:
Measurement:

Performance on the Iowa Test of Basic Skills will increase for Kinder, 1st, and 2nd grades.
 The reading total for kinder students will increase from 71% in 2004-2005 to 80% or more in 2005-2006.
 The math total for kinder students will increase from 65% in 2004-2005 to 75% or more in 2005-2006.
 The reading total for 1st grade students will increase from 59% in 2004-2005 to 70% or more in 2005-2006.
 The math total for 1st grade students will increase from 57% in 2004-2005 to 70% or more in 2005-2006.
 The reading total for 2nd grade students will increase from 63% in 2004-2005 to 75% or more in 2005-06.
 The math total for 2nd grade students will increase from 59% in 2004-2005 to 75% or more in 2005-2006.

Objective:

Age 14 transition planning requirements are included in operating guidelines and consistently implemented in the IEP.
 The LEA informs parents that one purpose of the ARD committee meeting is consideration of transition needs and services and that the student will be invited. The LEA provides students and parents with transition planning information prior to an ARD committee meeting.
 Supplementary aids and services are specified in the student's IEP, are based on student need, are consistently implemented and result in placement in less restrictive settings. In addition, the LEA provides district-wide staff development in the provision of supplementary aids and services.
 The LEA has the ability to provide a continuum of placement options at all levels. Placement decisions are driven by student need and LRE considerations. Students with more severe disabilities are served in a variety of placement options. In addition, The LEA involves staff in district-wide planning for the development of placement options for students with disabilities.

| Strategies for Improvement of Student Performance | Resource Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------|
| 1. Compass Learning Program, Basics Lab, Spell-it, Jump-Start, Thinking Things, Skills Bank, Plato software, Academy of Reading, AR Reading, TAAS/TAKS Practice, software programs and others as available for K-12 reading and math. | Program and Campus staff | Linda McAnelly Teachers Devona Brieden Kathy Rodriguez Nicole Herrera Frances Lawson | Monthly campus visits | Computer generated reports Teacher schedules |
| 2. Adhere to the Title I School-wide Campus Improvement Plan as required by Title I Part A SAS-201 and SAS-217 for fiscal year 2005. | Campus Plans Title I budgets Assurances Standard application | Glenda Allen | Monthly visits | Evaluation report to TEA Signed copies of assurances Notice of grant award |
| 3. Provide support to schools and staffs for curriculum, data disaggregate, and staff development. | Title I funds Local funds Grants | Support personnel Linda McAnelly APs of Curr. and Inst. | August – July 2005-2006 | Completed and approved application |
| 4. Process migrant records and identify students. | Region XX Service Center | Glenda Allen | August – July 2005-2006 | Data entry specialist logs Reports ESC 20 |
| 5. Conduct Pre-Kinder/Kindergarten Round up. | District funds | Principal Support staff | June 2005 June 2006 | Enrollment |
| 6. Offer GED evening classes to encourage students to attend and graduate instead of withdrawing from school. | High school classroom Designated campus Title V | Glenda Allen Counselors Teachers | September 2005- April 2006 | Attendance records Tests results |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------|
| 7. Identify students determined to be At-risk, and monitor students on the lists each six weeks to determine the need for follow up services. | 6 week report card data | Glenda Allen Principals Counselors Teachers | August – May 2005-2006 | Lists of At-Risk students Failure rate reports at six-week intervals |
| 8. Teaching study skills and test taking techniques in all grade levels K-12. | Resource materials | Teachers APs of Curr. and Inst. | Each six week reporting period September - April | Counselor reports/logs Six weeks grades Test results |
| 9. Provide an extended year program for At-risk students in grades PK-12. | SCE funds OEYP funds | Glenda Allen Assigned Staff Principals | June 2006 | Attendance documentation for enrolled students |
| 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 funds Title I | Glenda Allen Penny Sturm Borkert | August-May 2005-2006 | 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 funds Title I | Glenda Allen Campus Principals APs of Curr. and Inst. Linda McAnelly | August - July 2005-2006 | Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests |
| 12. Use Accelerated Reading Instruction Program, Reading First to provide services for At-Risk students in K-3 | Local funds SCE Reading First Grant | Elementary and Intermediate Principals Staff | August - May 2005-2006 | Report Card, Grades, ITBS, TAKS, TPRI, benchmark tests |
| 13. Train students on the use of electronic media for research, bibliography, and accelerated reader. | State Funds As needed on site by teacher request to librarian initiative | Teachers Librarians | August - May 2005-2006 | Campus library records Lesson plans Computer lab logs |
| 14. Provide services for identified gifted students that include instructional and organizational patterns as specified in 19TAC Ch 89. | G/T budget | Linda McAnelly Principals G/T teachers | August-May 2005-2006 | G/T surveys and/or program evaluation campus G/T organizational plans |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------|
| 15. Expand the scope and sequence for the G/T Program. Write and revise the gifted curriculum guides in order to meet the cognitive and affective needs of gifted students. | G/T budget Region 20 Cooperative | Linda McAnelly Principals G/T Teachers | September and March 2005-2006 | G/T scope and sequence (K-12) Curriculum guides for gifted program |
| 16. Provide opportunities in which student products and performances demonstrate that identified G/T students have engaged in complex thinking and have used advanced materials and technologies. | G/T budget | Linda McAnelly Principals G/T Teachers | August - June 2005-2006 | Purchase orders Resource lists |
| 17. Provide a district dyslexia plan to include emphasis on the four phases of the program as described by TEA. | Materials Local funds SCE funds | Glenda Allen Campus Dyslexia Coordinators | August - May 2005-2006 | Documentation |
| 18. Use the dyslexia program at each campus as needed. | Staff Campus Dyslexia Coordinators Local funds | Glenda Allen Principals Counselors Campus Dyslexia Coordinators | August - May 2005-2006 | Class lists of students served |
| 19. Provide information on accommodations for dyslexia students at each campus. | Local Funds Materials SCE funds | Glenda Allen Principals Counselors Campus Dyslexia Coordinators | August – May 2005-2006 | Sign-in forms Agenda Handouts |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|-------------------------------------|----------------------------------------------------------|
| 20. Track dyslexia students throughout their school career. Current and former dyslexia students are provided with accommodations each school year, which are implemented as needed. | Local funds Materials SCE funds | Glenda Allen Campus Dyslexia Coordinator Counselors | August – May 2005-2006 | Class lists of all students who have been served |
| 21. Use 6 th Grade Mentor program for at-risk students. | Community | Principals Assigned teachers | September - May 2005-2006 | Report cards logs of students served |
| 22. Provide after-school tutorial program for at-risk students. | Principals Teachers | Principals Glenda Allen Assigned teachers | September -May 2005-2006 | Payroll records Evaluation reports Benchmarks |
| 23. Inform teachers of behavior management and instructional modification strategies at all campuses. | ARD Committee | Counselors Diagnosticians Psychologists Teachers | August – May 2005-2006 | Implementation of plans and modifications |
| 24. Evaluate to increase number of disabled students taking TAKS. | ARD Team | ARD Committee | Same as test schedule | Test results |
| 25. 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 | Penny Sturm-Borkert Counselors Principals Teachers | May 2006 Following annual review | Disproportional Analysis |
| 26. Offer various advanced and experimental courses for G/T students on the high school level through Pre AP, and Advanced Placement (AP) courses, dual enrollment. | G/T budget AP Materials Dual credit materials | G/T teachers AP teachers Principals Counselors | August – May 2005-2006 | Survey results List of offerings Student schedules |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------|
| 27. 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 Linda McAnelly Counselors | October – May 2005-2006 | Records of nominees on each campus G/T folders with copies of tests given. |
| 28. 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 Linda McAnelly Counselors | October – May 2005-2006 | List of committees on file Personnel files |
| 29. Have G/T nominations and screening in the fall and spring. | G/T budget | Linda McAnelly Counselors G/T teachers Principals | October and March 2005-2006 | G/T folders on each campus |
| 30. Provide an array of learning opportunities in G/T program grade K-12 that emphasize content in the four core academic areas. | G/T budget G/T teachers | Linda McAnelly Counselors G/T teachers Principals | August – June 2005-2006 | G/T student schedules on each campus Lists of course offerings |
| 31. Provide opportunities for G/T students to accelerate in area of student strength. | G/T budget G/T surveys CBE testing Budget | Linda McAnelly Counselors G/T teachers Principals | May & August 2006 | Credit by examination (CBE) results. Purchase orders for advanced materials. |
| 32. Assess students in K-12 using multiple sources for each area of G/T and, if identified, provide appropriate services. | G/T budget | Counselors G/T Teacher (K-5) | August – May 2005-2006 May- June 2005-2006 | G/T folder |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 33. Use and monitor the ESL program to include instruction in English using ESL instructional techniques. | State adopted materials Supplemental materials Title III | Glenda Allen Staff Campus staff | August – May 2005-2006 | Report card grades TELPAS |
| 34. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc. | Printed material Meetings | Appropriate departments Counselors | August – May 2005-2006 | Agenda Sign-in sheets |
| 35. 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 | Penny Sturm-Borkert Marilyn Gentry Special Education Staff | August-July 2005-2006 | Timelines met |
| 36. Provide necessary staffing to meet needs of special needs students. | PPOG Federal rules and regulations | Penny Sturm-Borkert | August-July 2005-2006 | Timelines met |
| 37. Provide Cooperative Discipline, Learning Styles, Modifications, and Relation Building. | ESC 20 Persons with expertise in addressed activities. | Penny Sturm-Borkert Campus Staff Special Education Staff | Present to DEIC for the beginning of the 2005-2006 school year. | Number of students being referred to Special Education during the 04-05 school year. Instructional Arrangements |
| 38. Provide full continuum of service options to meet individual educational needs for students receiving Special Education services. | PPOG, Federal rules & Regulations, ESC XX | Penny Sturm-Borkert | August-July 2005-2006 | Students being served in special education. |
| 39. Provide Preschool Program for children with Disabilities. | Special Education Funds State & Federal Funds | Penny Sturm-Borkert Special Education Staff | August - May 2005-2006 | Special Education Testing Informal teacher observation |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------|
| 40. Use the Waterford Early Reading Program to provide an array of learning opportunities for Kinder that emphasize content in Reading Skills | Local funds Reading First Grant | Linda McAnelly Kinder Staff | August - May 2005-2006 | Report Card Grades ITBS TPRI |
| 41. Encourage students to take recommended course-work in order to qualify for Texas Grant Scholarship at collegiate level. | Curriculum | Counselor High School Principal | August - May 2005-2006 | Recommended diplomas |
| 42. Maintain class size according to School FIRST. | Title II – Local funds (School Financial Integrity Rating System of Texas) | Principals | August – May 2005-2006 | ITBS TAKS |
| 43. Implement testing for K-12 benchmark program in order to identify students at risk of failing TAKS and then provide intervention. | Local funds Title I | Linda McAnelly APs of Curr. and Inst. .Principals Counselors Teachers | September-May 2005-2006 | Benchmark and TAKS scores |
| 44. Provide remediation for 3 rd graders who do not pass reading portion of TAKS on 1 st and 2 nd attempt and for 5 th graders who did not pass the math portion of TAKS on the 1 st and 2 nd attempt. | ARI/AMI funds Curriculum TAKS Practice Resources Local funds | Glenda Allen Principals Teachers Renee Dougherty | March – July 2006 | TAKS scores |
| 45. Provide intervention for students in grades K-5 for students who may be at-risk of reading/math difficulties, including dyslexia. | ARI/AMI funds | Glenda Allen Principals Interventionist | October-June 2005-2006 | Benchmarks TAKS scores DRA Reports TPRI Reports |
| 45. Identify K-3 students determined to be at risk for reading, and monitor students on these lists for Tier 2 and 3 interventions. | Reading First Grant Funds | Linda McAnelly K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals | August-June 2005-2006 | DRA Reports TPRI Reports DIBELS Reports Classroom Assessments |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------|
| 46. Vertically align writing, reading, math, social studies, and science in grades K-12. | Local Title I | K-12 ELA science and social studies teachers Reading interventionist and coaches Librarian K-8 math teachers | August-May 2005-2006 | Curriculum maps |

Goal 3: **DROP OUT PREVENTION:** Through enhanced drop out prevention efforts, all students will remain in school until they obtain a high school diploma.

District Objective: The district will see a decrease in the drop out rates as follow:
Measurement: The percent of student drop outs in grades 7-12 in the district will remain constant or decrease
 The percent of Hispanic drop outs in grades 7-12 will remain constant or decrease
 The percent of White drop outs in grades 7-12 in the district will remain constant or decrease
 The percent of Economically Disadvantaged drop outs in grades 7-12 in the district will remain constant or decrease
 The district will target and monitor potential at-risk students from grades K-12.

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

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain tutorials for students deemed to be At-Risk as defined by state /local criteria. | SCE funds | Principals Teachers Counselors | August- May 2005-2006 | Attendance list Tutorial schedules Payroll time cards Test results |
| 2. Provide career awareness of other post-secondary options besides college (technical schools, etc.) | Local funds Career Day for 1 - 12 | High School Counselor Director Career & Technology Marilyn Gentry | August - May 2005-2006 | Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11 th graders |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------|
| 3. Continue to provide follow-up tracking of student withdrawals in grades 7-12 and refer to outside agencies those students who do not return to the school setting. | Verbal and written communication | Attendance Clerks Principals Counselors J.P. Judge SRO | August - May 2005-2006 | School enrollment roster Program descriptions Attendance officer |
| 4. Refer school dropouts to GED program and Texas Workforce Center. | Staff Attendance Clerks Texas Workforce Center | HS Principals HS Counselors Glenda Allen | Continued as students are found | Records on file |
| 5. Continue Homebound instruction for teen parents and students with medical disabilities. | Community agencies Food stamps as needed Medicaid SCE | Counselor Homebound Teacher | Time line varies by individual student. | Teen parents remaining in school |
| 6. Provide a district incentive prize for each campus to be awarded to a student with perfect attendance. | Donated/or local budgeted items | Teachers Attendance Clerk Principals | Each semester Six weeks | Increased % in Attendance |
| 7. Maintain attendance report to identify patterns of absences of students at schools. | Attendance data SRO | Principals Attendance Clerks SRO | Daily during the school year | Attendance reports Referrals Truant Officer Reports |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------|
| 9. File truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy | Justice of the Peace Court Order | Attendance Clerks Campus Principals | August - May 2005-2006 | Warning Letter Referral Report Court Records Follow up Report |
| 10. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences. | Parent Learning Network District budget Title I Headstart | Glenda Allen Headstart staff Principals PLN Facilitators | August to May 2005-2006 | Purchase orders Schedules Required forms |
| 11. Develop and provide valid medical information on pregnancy, nutrition, labor and delivery to pregnant teens. | Informational booklet prepared by Devine secondary nurses on pregnancy for each secondary clinic. Handouts | Angella Betar Debbie Hunt Cindy Chalaire Lorine Gutierrez Dawn Schneider | August - May 2005-2006 | Handouts Booklets |
| 12. Continue to use Student Code of Conduct, which offer 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 |
| 13. Continue the operation of an Alternative Education Campus that offers instructional and counseling services to designated students. | SCE | Raul Morales Diane Tope Regular Ed Teachers | Each six weeks Reporting Period | Alternative Hearing Packets Referral letter |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 14. Maintain a focus on Life Skills to offer choices for success and enhance students' academic performance. | Materials Local funds Federal funds | Campus Life Skills Teachers Special Ed Department | Each six weeks | Lesson Plans |
| 15. Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs. | All staff member Local funds Devine Police Drug dog and/or Interquest- Drug Dog Agency | Devine Police and/or Interquest HS & MS Principals & Assistant Principals | August - May 2005-2006 | Interquest Reports Safe & Drug Free Reports |
| 16. Provide visits from law enforcement agencies to inform students of penalties concerning truancy. | Justice of the Peace | Campus Principals | 1 st week of the 1 st semester of school | Warning letter Referral Report |
| 17. Promote the Texas Grant and the - Recommended Diploma Plan. | Four Year High School Graduation Plan | High School Counselor | 9-12 Grade | Court Records Follow-up Report |
| 18. Maintain the Plato Lab and TAKS remediation classes and credit recovery. | Local money | HS Principal Program Coordinator Glenda Allen Linda McAnelly Reg. Ed. Teachers Attendance officer | January -June 2005-2006 | 6wks. Failing End of year failing rate State drop-out rate 8 th Grade TAKS Scores |
| 19. Maintain Kinder W.E.R.P. - Early Reading Program | Grant Money Local money | Curriculum Director Kinder Teachers | August -May 2005-2006 | Pre & Post Test scores Improved ITBS scores |
| 20. School Resource Officer will help campuses enforce compulsory attendance laws. | Local funds COPS in School Grant | Glenda Allen Campus Principals Assistant Principals SRO | August - May 2005-2006 | Attendance report SRO records |
| 21. Through the "Aim for Success" program, identifying potential high-risk behaviors, including pregnancy, drug/alcohol abuse that may contribute to drop out. | Local | Linda McAnelly MS and HS Assistant Principals and Counselors Academic Dean Glenda Allen | August -November 2005 | Student evaluation forms |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------|-----------------------------------|----------------------------------|
| 22. Target potential drop-out/at risk students through <ul style="list-style-type: none"> • Reading 1st Grant intervention • 3rd and 5th Student Success Initiative (SSI) • Exit TAKS | SCE Title I | Counselors Teachers Principals | Spring 2006 | TAKS and SDAA |
| 23. Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment | SCE Local | Counselors Teachers Principals | August – May 2005-2006 | SDAA and TAKS Scores PGP plan |

Goal 4: CURRICULUM: A well-balanced and appropriate curriculum will be provided to all students.

District Objective: The district will provide a well-balanced curriculum as defined in TEC. The foundation curriculum includes English Language Arts, Mathematics, Science, and Social Studies and the enrichment curriculum includes, to the extent possible languages other than English, Health, Physical Education, Fine Arts, Economics, Career and Technology education, and technology applications.

Measurement: This will be reflected on the student report cards, campus master schedules, and at the secondary level, each individual student’s graduation plan and choice slips.

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

Measurement: This will be documented in one of the following: Through cross reference of Texas Essential Knowledge & Skills in present and future state adopted textbooks, in lesson plans, on Teacher Test Masters, in grade books or reflected in student achievement performance via the TAKS & ITBS tests.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------|------------------------------------------------------|
| 1. Align Math K-12, Reading K-8, Writing K-12, Science K-12 and Social Studies K-12. | Alignment material Textbook scope & sequence TAKS test format | Linda McAnelly Grade level coordinators Vertical teams | September – May 2005-2006 | Campus report at regular interval Curriculum maps |
| 2. Use SAXON Math materials at grade levels 3-5. | SAXON materials | Linda McAnelly Principals Math Teachers | August – May 2005-2006 | Lesson Plans Principal Observations |
| 3. Offer advanced mathematics at the middle school to include Pre-Algebra at 7 th grade and Algebra at 8 th grade. | Materials Graphing Calculators | Lori Marek Brenda Gardner Dawn Schneder MS math teachers | August – May 2005-2006 | Students’ schedules Class Rosters |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------|
| <p>4. Provide strategies to meet the needs of students in grades K-12;</p> <ul style="list-style-type: none"> • staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student’s development • counseling and study skills • conflict resolution, assertive discipline • instructional models, initiatives • TAKS • curriculum timelines • parent/community involvement • interdisciplinary instruction • technology | <p>Materials Video Tapes Library resources Instructional models Staff Development Allotment Technology Allotment</p> | <p>Principals Assistant Principals Counselors Staff development Coordinator</p> | <p>August - May 2005-2006</p> | <p>Meeting agendas Sign-in Sheets Completion of Certification Evaluation forms</p> |
| <p>5. Encourage identified Gifted and Talented students on the high school level to investigate and participate in Pre AP courses, Advanced Placement (AP) courses and Dual Credit courses.</p> | <p>G/T Budget G/T Teachers PAP/AP/DC Teachers</p> | <p>Linda McAnelly Brenda Gardner AP/DC teachers</p> | <p>August-May 2005-2006</p> | <p>List of G/T students served in AP/Dual enrollment classes 2005 Choice slips</p> |
| <p>6. Increase the array of G/T learning opportunities in core academic areas in grades K-12. Continue training of G/T teachers to reach 30 hours as required and six hours ongoing.</p> | <p>G/T Teachers G/T Budget ESC 20 Coop Budgets</p> | <p>Linda McAnelly Principals GT Teachers High School PAP/AP/DC Teachers</p> | <p>August - June 2005-2006</p> | <p>Teacher lesson plans Course listings Completion of Certification</p> |
| <p>7. Provide opportunities for PAP/AP Institute training.</p> | <p>PAP/AP grant</p> | <p>Linda McAnelly AP teachers</p> | <p>June - August 2005-2006</p> | <p>Sign in sheets Completion of certification</p> |
| <p>8. Provide reading strategy training for K teachers to support WERP Reading Program.</p> | <p>Local funds</p> | <p>Linda McAnelly WERP consultants Grade Level Coordinators</p> | <p>August – May 2005-2006</p> | <p>Sign in sheets</p> |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------|
| 9. Implement at risk reading intervention strategies K-5. | WERP materials ESC 20 consultant Reading First Grant ARI funds | Linda McAnelly Principals K-5 Teachers & Interventionist Glenda Allen | August - June 2005-2006 | Pre and Post Tests Lesson Plans TPRI, DIBELS |
| 10. Implement at risk math intervention strategies K-5. | ESC 20 consultant AMI funds | Linda McAnelly Principals K-5 Teachers & Interventionists Glenda Allen | August - June 2005-2006 | Pre & Post Test Lesson Plans |
| 11. Use Innovative Program Title V and Parent Learning Network resources. | Library Books Living Science Materials Media Services ESC XX | Glenda Allen Gail Wilkinson | August - May 2005-2006 | ESC Contracts ESC request forms Book Inventory |
| 12. Provide AR Program (1-8) staff development for new teachers | AR Budget AR Program Community donations | Grade Level Coordinators Principals | August - May 2005-2006 | Sign-in sheets AR data Circulation Data |
| 13. Provide TPRI grade K-3 & DIBELS (K-3) staff development for test administration. | TPRI instrument Teacher training ESC XX Coop Budget Reading First Grant | Principals Grade Level Coordinators Reading Coaches | Fall 2005 Spring 2006 | TPRI Student data |
| 14. Use S.T.A.R. Assessment (1-8) to evaluate student vocabulary levels | S.T.A.R. Program Teacher training | Principals Teachers | August - May 2005-2006 | Summary reports |
| 15. Use TAYSHAS Reading Club 9-12. College Preparation Novels. | Books/Texas Library Assoc. Reading List | Gail Wilkinson | September - May 2005-2006 | Circulation data Librarian Evaluation |
| 6. Monitor implementation of modifications of disabled students (Spec. Ed./504). | Modification pages Staff | Penny Sturm-Borkert Principals Assistant Principals Special Ed teachers Regular Ed teachers Counselors | August - May 2005-2006 | 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------|
| 17. Review ESL Program to insure continuity and clarity in the implementation of the program at each campus. Meetings will assist in identifying program strengths, priorities for improvement, and any needed corrective actions. | State Program Guidelines LPAC Committee (Campus) ESL teachers at each campus Parents | Glenda Allen ESL Teachers | August - May 2005-2006 | Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment |
| 18. Plan and implement the district literary program (UIL) which features student special interests and skills (Grades 2-12). | UIL guidelines UIL Budget | UIL Coordinators and Coaches | July - May 2005-2006 | Contest Results Judges Evaluation |
| 19. Provide in-service for ESL teachers, grades Pre -K-12. <input type="checkbox"/> cooperative learning <input type="checkbox"/> integrated curriculum <input type="checkbox"/> ESL Methodologies | Contracted Consultants ESC 20 Consultants ESC 20 Budget Local funds Title III | Region 20 Consultants Glenda Allen ESL staff | August - May 2005-2006 | Sign-in log Agendas Lesson Plans Certificate of Completion |
| 20. Curriculum for prevention of violence and drug use will be taught. | (Grades K-12) DAVE Program (i.e. Drug & Violence Education); Step curriculum (Second Step to Violence Prevention (K-8) SDFS funds Peer Mediation (HS) | Glenda Allen Counselors | August - May 2005-2006 | Notations in counselors' report, lesson plans |
| 21. Implement character education curriculum for students in K-12. | ESC XX, center for School Safety | All Staff | August - May 2005-2006 | Certificates of completion Discipline referrals |
| 22. Implement benchmark tests K-12 aligned to TEKS and TAKS, SDAA, WEBCAT and TMDS benchmark. | Local funds Testing materials | All Staff | August-May 2005-2006 | Test Results At-Risk List |
| 23. Implement at-risk curriculum using PLATO software for grades 6-12. | Grant money | Glenda Allen Linda McAnelly | August-May 2005-2006 | Class Schedule Pre/Post Test |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------|
| 24. Academic Team will be trained in AEIS-IT for benchmark data disaggregation. | AEIS-IT software ESC XX consultants Local | Linda McAnelly Academic Team | August-May 2005-2006 | Sign-in sheets |
| 25. Each campus will develop a TAKS plan to target student expectations/objectives for TAKS at-risk students. | Local | Linda McAnelly Academic Team TAKS coordinators | August-May 2005-2006 | Completed TAKS plan |
| 26. Implement TAKS period at the middle and high school. | Local | Principals APs of Curr. and Inst. | August-May 2005-2006 | Master schedules |
| 27. Procure released TAKS test for student practice. | Local Title I | Linda McAnelly Principals APs of Curr. and Inst. | August-May 2005-2006 | TAKS test results and comparisons |
| 28. Develop a benchmark calendar prior to the beginning of each school year. | Local | Linda McAnelly Principals APs of Curr. and Inst. | Spring 2006 | Benchmark calendar for planning |
| 29. Develop or procure benchmarks for all grades in core areas. | Local Title I | Linda McAnelly Principals APs of Curr. and Inst. | August-May 2005-2006 | Completed benchmark tests |
| 30. Create enrichment reward time for students that mastered TAKS objectives | Local | Principals | August-May 2005-2006 | Schedules CIP initiatives |
| 31. Ensure the district communicates state and federal promotion and graduation requirements. | Local Secondary Handbooks | MS and HS Principals | August-May 2005-2006 | Graduation plans and information in handbooks |
| 32. Host "Career Day" or career awareness on all campuses. | Local | Brenda Gardner Principals Counselors | Annually | Record of students involved |
| 33. Incorporate technology school presentation into applicable curricular areas. | Time to investigate Local | Brenda Gardner CATE teachers Linda McAnelly APs of Curr. and Instr. | August-May 2005-2006 | Lesson plans/record of technology school presentations |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------|-----------------------------------|-------------------------------------------------|
| 34. Require on-going opportunities to review and revise core area curriculum maps at campus levels. | Time Local funds | Linda McAnelly Principals APs of Curr. and Inst. | Annually | Publication of maps |
| 35. Require elective teachers to begin curriculum mapping by 2006-07 and provide mapping training during 2005-06. | Time Local funds | Linda McAnelly Principals APs of Curr. and Inst. | Spring and Summer 2006 | Publication of maps |
| 36. Integrate elective curriculum by aligning TEKS to core area TAKS objectives. | Time Local funds | Rickey Williams Linda McAnelly | Spring and Summer 2006 | Aligned curriculum Staff development agendas |
| 37. Incorporate Technology Application skills into all K-12 classes. | Local Hardware and software | Linda McAnelly Brenda Gardner | Spring and Summer 2006 | Lesson plans and lab logs |
| 38. Plan crossover activities with core/CATE teachers (lateral/vertical) | Time Local funds | Linda McAnelly Brenda Gardner | Spring and Summer 2006 | Staff development calendar Sign-in sheets |

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

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

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

Professional Personnel

- Sexual Harassment Prevention
- Professional Development and Appraisal System
- New Teacher Orientation - Personnel Information

Auxiliary Personnel

- Sexual Harassment Prevention
- Progressive Discipline Issues
- Handbook Orientation

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

NB: Staff Development is further addressed in Goal 8.

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

| Activities/Strategies | 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 | Glenda Allen | 2005-2006 | Recruiting schedules Teacher contracts |
| 2. Identify and employ certified teachers for special need population as necessary. | Colleges and Universities Job fairs/web sites | Glenda Allen | 2005-2006 | Recruiting schedules |
| 3. Identify and employ ASHA certified speech therapists | Colleges and Universities Job fairs/web sites | Penny Sturm-Borkert | 2005-2006 | Teacher Contracts Recruiting schedules |
| 4. Provide quality staff development to ensure that all core teachers are highly qualified. | Title II, Part A Title I | Glenda Allen Linda McAnelly Campus principals | August – June 2005-2006 | Staff development survey, annual review of teacher certification |
| 5. The district will provide reimbursement for the ExCET/TEXES test in high needs areas to assist teachers in becoming highly qualified. | Title II, Part A Title I | Glenda Allen Linda McAnelly Campus principals | August - June 2005-2006 | H/Q teacher certificate |

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------|
| 6. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language. | Colleges and universities | Glenda Allen Principals | 2005-2006 school year | Recruiting schedules Teacher contracts |
| 7. Use stipends in areas of critical need such as ESL and Gifted/Talented. | Identification Procedures/Process | Rickey Williams | 2005-2006 school year | Implementation of stipends Salary Schedule |
| 8. Promote student teaching participation in the schools. | Texas area colleges and universities | Rickey Williams | 2005-2006 school year | Increased number of student teachers |
| 9. Provide staff development for para-professionals that would increase their ability to assist in instructing reading, writing and math. | Title I Title II - Part A | Principal Glenda Allen Linda McAnelly | August-May 2005-2006 | Sign in sheets Certificates |
| 10. Provide paraprofessionals reimbursement for college tuition/books to help fulfill federal paraprofessional requirements. | Title I Title II-A | Glenda Allen | July -June 2005-2006 | Transcripts |
| 11. Require G/T teachers to seek endorsement (30 hrs) and (6 hrs) yearly. | ESC 20 | Linda McAnelly | September - June 2005-2006 | Memorandums Staff development information on file in G/T office |
| 12. Provide staff development for school administrators on PDAS (Professional Development and Appraisal System). | ESC 20 State Board Rules | Linda McAnelly | 2005- 2006 school year | Handouts, meeting documentation forms |
| 13. Provide employee orientation for new staff. | Administrative Staff Board Policy District employee handbook | Rickey Williams Principals Linda McAnelly Glenda Allen Marie Talamantes | 2005-2006 school year | Handouts, agendas, and meeting documentation forms |
| 14. Provide staff development for professional and support staff regarding the prevention of sexual harassment. | District Employee Handbook Attorney | Linda McAnelly Rickey Williams Principals | August - May 2005-2006 | Handouts Reports on Sexual Harassment Agenda |

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------|
| 15. Conduct staff development for support personnel regarding progressive discipline issues. | Board policy manual District Employee Handbook | Rickey Williams | 2005-2006 school year | Agendas Signature Acknowledgment |
| 16. Provide orientations and presentations to campus leadership concerning special populations. | Presentation | Glenda Allen Penny Sturm-Borkert | September - May 2005-2006 | Campus announcements |
| 17. Provide orientation for substitutes. | Principals Central Office Personnel | Linda McAnelly Glenda Allen Marie Talamantes | September 2005 January 2006 | Applications Handouts |
| 18. Newspaper ads/ job openings releases of actual positions open in the Special Education Dept. | Newspaper Ads | Penny Sturm-Borkert | 2005-2006 | Number of available positions |
| 19. Newspaper ads/child find - Public notices that Devine ISD is here to provide help for children with special needs. | Newspaper Ads | Penny Sturm-Borkert | 2005-2006 | Gaps/no gaps In-services provided |
| 20. Information sessions on three-year evaluations, why they take place. | PPOG & regulations Federal rules | Penny Sturm-Borkert | 2005-2006 | Gaps / Individualized need driven rather than tradition driven. Time lines met |
| 21. Form a recruitment and retention committee to develop a recruitment plan. | Time Local funds | Glenda Allen | January 2006 August 2006 (plan) | Committee notes/sign-in sheets |
| 22. Collect and edit available statistical reports to meet local needs. | Time Local funds | Glenda Allen | May 2006 | Statistical Report |

- Goal 6:** **STUDENT PERFORMANCE:** The district’s students will meet state standards.
 Students who require related services receive the kind and amount necessary to assist the child to benefit from special education services.
 Special Education re-evaluations must occur every three years or more frequently if conditions warrant or if requested by parent or teacher.
- District Objective:** The district will strive to increase the percentage of graduating students who attain scores on the TAKS that are equivalent to a passing score on the THEA.
Measurement: The percent of all graduating students in the district who meet or exceed the THEA equivalency standard will increase.
- District Objective:** The district will strive to increase the percentage of students taking the SAT/ACT tests from year to year.
Measurement: The percentage of students taking the SAT/ACT tests will increase.
- District Objective:** The district will strive to increase the percentage of students K-2 who attain scores on the ITBS at or near grade level.
Measurement: The percent of all students K-2 who meet or exceed their appropriate grade-level will increase.
- District Objective:** The district will strive to increase the percentage of students 3-8 who attain scores on the TAKS and SDAA tests that are equivalent to or exceed the state standard.
Measurement The percent of all students 3-8 who meet or exceed the state standard for their appropriate grade-level on the TAKS and SDAA tests will be maintained.
- District Objective:** The district will strive to increase the percentage of students who score at or above criteria on the SAT (1000)/ACT (24) tests.
Measurement: The percentage of students who score above the criterion will increase.
- Objective:** The ARD committee assures that the need for related services is considered for students with disabilities. There is evidence of the link between the need for related service and educational benefit to the student. Services will be provided in a variety of delivery options as determined by a multi disciplinary team.
 Operating guidelines clearly define the re-evaluation process. An accurate tracking system is in place and staff receives training on the process at least annually.
 A team of qualified personnel and the parent(s) appropriately use the re-evaluation process and focus assessment on instructional implications, which are implemented and monitored in the classroom.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 4. Revise and monitor teacher developed tests that include open ended questions, higher order thinking skills designed to be used with the K-12 grade alignments and use TAKS test format. | Local | Principals Staff | August - May 2005-2006 | Teacher developed tests Lesson plans |
| 5. Monitor TAKS exemption processes for special education. | Exemption Criteria | Principals Penny Sturm-Borkert Counselors Academic Dean | August - May 2005-2006 | Exemption lists ARD documentations |
| 6. Continue the use of TAKS resources materials. | Plato Lab Compass, Computer Lab, State Release Tests, Practice Tests, Skills Bank, Basics Computer Lab, TAKS period SCE | Staff Computer facilitators | August - May 2005-2006 | Test results by campus and by teacher Computer facilitator results |
| 7. Enable disabled students to achieve measurable gains in IEP goals as demonstrated by progress measured by the CLASS. | Materials test | Staff Penny Sturm-Borkert | End of year, following annual reviews | Documented goals and gains in IEP as measured by the CLASS. |
| 8. Provide information on financial assistance for eligible students to take SAT/ACT tests, AP exams, and dual credit. | List of eligible students Local funds & state funds For dual Credit texts | Principal Counselor AP for Curr. and Instr, | August - May 2005-2006 | Students must have completed Alg. II and English II. Published criteria, applications, and test results. |
| 9. Coordinate the administration of the TAKS and TELPAS for ESL students and SDAA test for Special Education Students. | Local funds End-of-Course tests Eligible students ITBS Test TAKS Test | Linda McAnelly Counselors APs for Curr. and Instr. | October & February April - May 2005-2006 | TAKS, TELPAS, SDAA and ITBS results by district, campus and teacher |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------|
| 10. Distribute and insure the use of state generated test data relating to TAKS, ITBS, and other norm/criterion reference tests, WERP, STAR, TPRI and DIBELS tests. | Test data Reading Programs Summaries | Counselors APs for Curr. and Instr. Linda McAnelly | 2005-2006 | Test data and reports Distribution schedule AEIS |
| 11. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4 th , 5 th , 7 th & 8 th grade students who will take the ACT or SAT tests. | ACT & SAT forms; TIP materials | Principals Counselors | December - May 2005-2006 | Test results |
| 12. Review and revise district technology plan. | District Technology plan | Linda McAnelly Glenda Allen DEIC District Technology Committee | August - May 2005-2006 | Evaluation forms Schedule on file Technology Plan |
| 13. Enhance student performance through counseling for prevention and intervention in drug abuse and violence. | Staff | Staff Counselors | August - May 2005-2006 | Staff records / Counselor records Student performance in grades/on TAKS |
| 14. Provide TAKS collaborative staff development for high school teachers in the areas of Math, Social Studies, Science, Reading, Writing, for teaching TAKS objectives and strategies. | Vertical Teams ESC 20 | Linda McAnelly | August - June 2005-2006 | Agenda Sign-in sheets Evaluation forms |
| 15. Involve K - 12 th grade teachers in Reading, Writing, and Math in creating time-lines for teaching the TEKS/TAKS Objectives, using WERP, STAR, and AR Reports. | Local funds Reading First Consultants | Staff Linda McAnelly APs for Curr. and Instr. | August - May 2005-2006 | TAKS results and ITBS and TPRI Reading Tests Results |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------|---------------------------------------------------------------|
| 16. Open Computer Labs at the HS campus for Adult and Community Education use. | Local funds Title V | Glenda Allen Staff | August - May 2005-2006 | Planning Calendar Registration forms |
| 17. Conduct TAKS Collaborative classes at all school campuses for Reading, English, Math, Science and Social Studies Departments each semester or as needed. | SCE funds | Campus staffs | August - May 2005-2006 | Report card grades Daily reports AEIS Summative reports |
| 18. Use selected aligned K-12 software to meet TEKS/TAKS objective. | Local funds Compass computer lab WERP Reading Plato lab Campus computer lab | Staff | August - May 2005-2006 | Student summative report; Pre/Post Test Reading scores |
| 19. Purchase and implement SAT/ACT software for the improvement of Test scores. | SAT/ACT Software | Staff HS Counselor Curriculum Director | August - May 2005-2006 | AEIS indicators |
| 20. Conduct Vocational assessment. (ASVAB) | Local funds | Staff HS Counselor | August - May 2005-2006 | Organization rosters Eligibility List |
| 21. OT/PT Presentations of how their services increase student success. | Occupational Therapist Physical Therapist | Penny Sturm-Borkert | 2005-2006 | Students success rate in special education. |
| 22. Information sessions on three-year evaluations, why they take place. Special Education Teachers have access to PPOG. | PPOG federal rules and regulations. | Penny Sturm-Borkert Administration | 2005-2006 | Time lines met |
| 23. Conduct small group instruction and remediation for students that qualify for ARI and AMI grades K-4. | ARI and AMI funding | Teachers Paraprofessionals Glenda Allen | August-May 2005-2006 | ITBS, TPRI, TMDS, TAKS, Report Cards |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|
| 24. Build in campus incentives for doing well on TAKS/benchmarks. | Local funds | Principals Linda McAnelly APs for Curr. and Instr. TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| 25. Develop a student recognition program for commended or improved TAKS performance. | Local funds | Principals Linda McAnelly APs for Curr. and Instr. TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| 26. Recognize teachers for exemplary performance. | Local funds | Principals Linda McAnelly APs for Curr. and Instr. TAKS coordinators | Annually | TAKS test gains TAKS gap closure |
| *See Goal 2 for additional information | | | | |

Goal 7: CLIMATE: The district’s campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

District Objective: Establish positive rapport among staff, parents, and community.
Measurement: An annual community school climate survey that yields a 70% satisfaction rate.

Measurement: Maintain a safe environment with reduced reports of accidents and violation of the Student Code of Conduct.

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

Measurement: Improve student performance on state tests and local benchmarks, meet local, state, and federal safety standards, and improve district facilities to accommodate district growth.

Devine Independent School District Improvement Plan 2005-2006

CLIMATE

GOAL 7

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------|---------------------------|-----------------------------------------|
| 1. Distribute the Student Code of Conduct to all staff for implementation as the Campus Behavior Management program in order to comply with the requirements of TX Education Code. | Student Code of Conduct | Principals Superintendent | July - June 2005-2006 | District plans and discipline referrals |
| 2. Update Student Code of Conduct in Student Handbooks. | TASB Services Local Budget | Principals Asst. Principals DEIC | Fall 2005 | Parent Acknowledgement |
| 3. Update and distribute to secondary assistant principals “Procedures for Disciplining Disabled Students” to incorporate the changes in the 1997 Reauthorization of I.D.E.A. | I.D.E.A. | Penny Sturm-Borkert | Fall 2005 | Completed document |
| 4. Train staff and provide DAVE curriculum. | TEA Curriculum SDFSC | Glenda Allen Counselors Teachers Counselors | August - May 2005-2006 | Training for teachers Lesson plans |

| Strategies for Improvement | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|-----------------------------------|-----------------------------------------|
| 5. Provide parent and community in-service on parenting skills through PLN. (Parent Learning Network) | Title I PLN, Headstart | Glenda Allen PLN Team | August - May 2005-2006 | Calendar of workshops Sign-in sheets |
| 6. Curriculum for prevention of violence and drug use will be taught by appropriate personnel - Second Step Violence curriculum. | SDFSC | Glenda Allen Assigned Staff | August - May 2005-2006 | Lesson plans |
| 7. Continue to participate in Bigfoot Alternative School Co-op as an alternative to expulsion. | SCE Budget Transportation Meals | Superintendent MS and HS Principals Pam Patteson | August - May 2005-2006 | Records on file at schools |
| 8. Utilize the SRO for campus security. | Local Budget COPS in Schools Grant | Superintendent Principals Glenda Allen | August - May 2005-2006 | Personnel files SRO reports |
| 9. Distribute information about district's academic programs and other school related news for publication in <u>The Devine News</u> and on district website. | Film for pictures | Principals | August - May 2005-2006 | Notebook file kept in Central Office |
| 10. Publish "Board Briefs" a summary of action by the Board of Trustees. | Local budget | Marie Talamantes | September - May 2005-2006 | Copies on file |
| 11. Use drug dogs at middle and high school for weapons, drug and alcohol detection. | Local budget | Superintendent Principals | August - May 2005-2006 | Reports on file |
| 12. Educate elementary, middle, and high school students in drug prevention and awareness programs. (Red Ribbon Week) | SDFSC Materials ESC 20 | Glenda Allen Principals Counselors | August - May 2005-2006 | Presentations documented |
| 13 Implement a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs. | Local funds | Jon Eichman Superintendent | July - June 2005-2006 | Purchases/Orders Work Orders |
| 14. Use In-school suspension at secondary level as alternative to suspension. | Local Funds | Principals Asst. Principals | August-May 2005-2006 | ISS Student List Referral Forms |

| Strategies for Improvement | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|-----------------------------------|----------------------------------------|
| 15. Provide and maintain cell phones for transportation use and crowd control at ball games. | Local budget \$100+air time | Superintendent | August-May 2005-2006 | Systems on campuses and in use |
| 16. Provide 1-800 Crime stoppers number for students to report possible violations. | SDFS funds Local funds | Glenda Allen Principals & Asst. Principals SRO | August - May 2005-2006 | Reports on file |
| 17. Use surveillance cameras on all campuses to help deter and determine student violations and vandalism. | SDFS funds Local funds | Glenda Allen Principals and Asst. Principals | August – May 2005-2006 | Surveillance CD and Discipline reports |
| 18.Continue safety awards for maintenance, transportation, and cafeteria. | Local budget | Jon Eichman Marshall Davis Pam Patteson | May 2006 | Payroll records |
| 19. Review the needs for new equipment for all school cafeterias to establish priorities and to create a phase-in plan for needed purchases. | Individual school lists | Pam Patteson | August - July 2005-2006 | Equipment Master list |
| 20. Improve the cafeteria environments aesthetically at all schools. | Decorations Signs | Pam Patteson | August - July 2005-2006 | Purchase orders |
| 21. Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes. | Inspection forms | Pam Patteson | August-July 2005-2006 | Inspection reports |
| 22. Continue nutritional analysis and menu review for all schools. | Nutritional analysis program manager | Pam Patteson | August-July 2005-2006 | Menus |
| 23. Conduct annual in-service training for correct use and mixture of hazardous chemicals for maintenance and cafeteria. | TASB in-service | Marshall Davis Pam Patteson | Spring 2006 | Agenda Sign-in sheets |
| 24. Conduct annual inventory of warehouse stock items. | Inventory sheets | Marshall Davis | August-July 2005-2006 | Annual inventory report |

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------|
| 25. Deliver janitorial supplies, food commodities, and instructional supplies as scheduled on a daily basis. | Supplies | Jon Eichman Marshall Davis | August-July 2005-2006 | Delivery Schedule |
| 26. Conduct an annual auction to sell surplus merchandise and to increase revenue for the district. | Available merchandise | Marshall Davis Superintendent | August 2005 | Community paper ads |
| 27. Purchase merchandise for warehouse inventory. | Local budget | Superintendent | August - July 2005-2006 | Purchase orders |
| 28. Maintain warehouse and food service area as per health requirements. | Copy of health requirement | Marshall Davis Pam Pateson | August - July 2005-2006 | Health reports |
| 29. Maintain Material Safety Data Sheets. | MS Data Sheets | Marshall Davis | August - July 2005-2006 | Completed material safety data sheets |
| 30. Educate MS and HS students in drug/alcohol and pregnancy prevention through "Aim for Success" character education and sexual abstinence program. | Local | Linda McAnelly Glenda Allen MS and HS Assistant Principals and Counselors | August – November 2005 | Student Evaluation form |
| 31. Conduct a community-school climate survey with 70% initial satisfaction. | Survey instrument ESC 20 | Rickey Williams Administrative staff | Spring 2006 | Survey results |
| 32. Create recognition and incentive program. | Local | Rickey Williams Administrative staff | Annually | Areas of recognition |
| 33. Establish positive rapport among staff and parents/community by various means of communication and opportunities for interaction. | Website, parent email, Devine News, The Stampede, flyers, monthly activity calendars | Administrative staff | August-May 2005-2006 | Medias utilized Climate survey results |
| 34. Establish consistent professional policies across all campuses. | Time to organize committee and training and budget for subs. | Rickey Williams Linda McAnelly | August 2006 | Agendas, committee notes, sign-in sheets, development of policies |

| Strategies for Improvement | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------|
| 35. Use facility’s survey results for current and projected needs and growth. | Time to present and organize survey results and facilities master plan | Rickey Williams Facilities committee | August-July 2005-2006 | Survey report and facilities master plan |
| 36. Investigate additional local, state and federal funding to implement facilities and resources’ master plan | Time to locate additional funding | Rickey Williams Facilities committee | August –July 2005-2006 | Bond issue report to school board and public |
| 37. Prioritize safety needs in order to meet all safety standards as determined by the facilities’ committee. | Safety survey District Safety Master Plan | Rickey Williams Facilities committee | August - July 2005-2006 | Survey results reported in Master Plan |
| 38. Establish multiple means of effective communication practices between the school, parents, and community. | Local and campus media and website | Administrative stall | August - July 2005-2006 | Parent involvement activities on campus calendars, SBDM sign-in sheets, publications |
| 39. Develop business/community partnerships at each campus through an Adopt-a-School program and mentorship program on each campus | Coordination time and budget for projects | Administrative staff | August 2006 | Implementation of programs |

Goal 8: STAFF DEVELOPMENT, RESEARCH, AND EVALUATION: The district’s educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

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

Measurement: The district’s assistance will be documented through the use of the campus allocation for staff development purposes, The master calendar and the activity of central resource staff.

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

Measurement: Documentation will aggressively improve opportunities for staff development within the district.

District Objective: The district will aggressively improve opportunities for staff development within the district.

Measurement: The district will continue to utilize a trainer of trainers model in staff development: teachers, counselors, administrators, as well as central office staff, will be trained in areas of instructional need and will be available as a resource for the entire district.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for going Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. Provide opportunities for teachers to participate in staff development during the school day or on Saturdays. The staff development will support the Campus and District Improvement Plans. | Campus/District funds | Penny Sturm-Borkert Linda McAnelly Glenda Allen Principals | As opportunities rise | Sign-in sheets Purchase orders School business approval forms District Master Staff Development Calendar |
| 2. Provide campus/district support for mentor training for new teachers. | District funds and Local Funding Educating Diverse Learners ESC 20 Consultants Title II-Part A | Principals Glenda Allen | September - August 2004-2006 | Sign-in sheets Staff development agenda |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|----------------------------------------------------|---------------------------------------------|
| 3. Keep abreast of innovative techniques in the instruction of gifted students including affective needs of the gifted. | G/T budget Campus budgets | G/T teachers Principals Linda McAnelly | September - August 2005-2006 | Documentation of teachers that participated |
| 4. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques. | G/T budget Campus budgets State Funds | AP teachers Principals Linda McAnelly | September- August 2005-2006 | Purchase orders for AP sessions |
| 5. Improve communication between the G/T program and the district and campus committees. | Staff | G/T teachers Principal Linda McAnelly | September - May 2005-2006 | Minutes of meetings Agendas |
| 6. Provide modified instructional approaches for students with disabilities. | ARD Team | Penny Sturm- Borkert Counselors Principals | August - July 2005-2006 | Sign-in sheets |
| 7. Provide staff development to new paraprofessional staff regarding confidentiality. | Contract attorneys Employee handbook | Principals | August 2005 | Sign-in sheets |
| 8. Workshops on Follett catalog circulation and Texas Library Connection systems for library staff. | Local staff ESC 20 staff | Librarians Technology Staff | September - June 2005-2006 Training Sessions | Sign-in sheets |
| 9. Provide technology workshops at selected campuses. | Computer upgrades ESC 20 staff | Linda McAnelly | August – May 2005-2006 | Sign-in sheets |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------|
| 10. Provide in-service for staff and training students on the use of electronic media for bibliographies, research and accelerated reader. | ESC 20 Local staff Training from vendors | Linda McAnelly | September - May 2005-2006 | Sign-in sheets |
| 11. Assist in coordinating staff development identified in Campus Improvement Plans to include active, participatory, and cooperative learning, modifications for students with IEP's, monitoring progress of students with IEP's, and portfolio assessment upon request. | Diagnosticians | Penny Sturm- Borkert | September - May 2005-2006 | Workshops Agendas Campus documentation |
| 12. Assist in coordinating staff development identified in Campus Improvement Plans to include TPRI, DIBELS, PDAS, TAKS Collaborative, SAXON Math, Technology and SBDM training, and particular programs, such as K WERP Reading Program and K-3 Reading First. | Materials Presenters Reading First Funds | Linda McAnelly Principals Teachers K-3 Interventionist K-3 | August - May 2005-2006 | Workshop schedules Agendas Campus documentation to include sign-in sheets Evaluation Summaries |
| 13. Present Texas Reading Initiative workshops to new K-3 grade teachers. Provide training in the TPRI and DIBELS administration. | ESC 20 | Linda McAnelly Elementary/Intermediate Principals | September - August 2005-2006 | Schedules Agendas Sign-in forms Evaluation forms |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------|
| 14. Provide opportunities for staff development on topics related to both the cognitive and affective needs of gifted students. | ESC 20Cooperative G/T budget | Principals Linda McAnelly | August-May 2005-2006 | Documentation of sessions offered |
| 15. Meet the needs of the Sp. Ed. students by monitoring implementation of modifications and Behavior Management Plans, and encourage parent involvement in decision-making. | Staff | Principals Penny Sturm-Borkert | Regular six week intervals | Monitoring sheet from Resource teachers Academic team minutes |
| 16. New staff will receive information on district policies, and services concerning the Drug Free Workplace. | Part of new employee packet | Rickey Williams Marie Talamantes | As individuals are employed | Signed Statements of Understanding |
| 17. Review staff responsibilities in the Safe and Drug Free Schools and Communities program. | Program information | Glenda Allen Campus Principals | August - May 2005-2006 | Memos |
| 18. Disseminate information about signs and symptoms of drug abuse and gang involvement prevention. | Handouts | Campus Principals Counselors | August - May 2005-2006 | Copies of handouts on file |
| 19. Continue to implement a needs assessment for professional development activities. | Staff SBDM DEIC | Principals Linda McAnelly | Spring 2006 | Assessment instrument District professional development calendar Staff development activities |

| Strategies for Improvement Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------|
| 20. Provide staff development that is sustained, intensive, high quality, and of sufficient duration to have a positive and lasting impact on the teachers' performance in the classroom in math and science. | Title II – Part A ESC 20 Coop Title I-Part A Title III | Glenda Allen Linda McAnelly | August -May 2005-2006 | Professional development calendar Sign-in and evaluation forms |
| 21. 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 budget TAGT and other G/T workshops ESC 20 | Linda McAnelly Principals | August - May 2005-2006 | Memoranda Lists of workshops offered G/T teacher files |
| 22. Require current G/T teachers to receive a minimum of six (6) hours annually of G/T professional development. | G/T teachers G/T budget | Principals Linda McAnelly | August-May 2005-2006 | Memoranda on workshops offered G/T teacher files |
| 23. Provide 6 hours of professional development in nature and needs of the gifted for all administrators and counselors not previously trained. | G/T workshops G/T Coop | Linda McAnelly Principals | August - May 2005-2006 | Personnel files |
| 24. Evaluate G/T and Reading First professional development activities in order to plan future staff development on gifted education and on Early Reading Intervention Strategies. | G/T budget Reading First Grant | Linda McAnelly Reading Coaches ESC 20 Consultants | May, 2006 | Evaluation forms |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------|-----------------------------------|----------------------------------------------------|
| 25. Encourage staff development specifically for health professionals. | ESC 20 workshop | Linda McAnelly Debbie Hunt | August - May 2005-2006 | Attendance in workshop |
| 26. Provide safety instruction for transportation, maintenance, and cafeteria employees. | Local Funds | Rickey Williams Pam Patteson Marshall Davis Jon Eichman | August - May 2005-2006 | Sign-in Sheets |
| 27. Provide discipline management instruction for bus drivers. | ESC 20 | Rickey Williams Jon Eichman | August - May 2005-2006 | Sign-in Sheets |
| 28. Provide paraprofessional training for Title I and Special Education. | Title I Special Education | Glenda Allen Penny Sturm-Borkert | August - May 2005-2006 | Purchase Orders Sign-in Sheets |
| 29. Provide cross grade level communication meetings. | Local funds | Principals Linda McAnelly | August - May 2005-2006 | Meetings |
| 30. Provide staff development for all personnel in technology, conflict resolution and discipline management. | Local funds | Principal Linda McAnelly | August - May 2005-2006 | Sign-in sheets |
| 31. Provide opportunities for middle school and high school content teachers to attend ESL strategy workshops. | Title III ESC 20 Bi/ESL coop | Glenda Allen | August - May 2005-2006 | Attendance in workshop |
| 32. Provide staff development for paraprofessionals that would increase their ability to assist in instructing reading, writing and math. | Title I Title II - A | Principal Glenda Allen Linda McAnelly | August - May 2005-2006 | Sign in sheets Certificates |
| 33. Provide staff development on PLATO Learning curriculum for grades 6-12. | Grant funds Title II-Part D | Linda McAnelly Glenda Allen | August-May 2005-2006 | Sign in sheets Evaluation form |
| 34. Provide staff development on reading intervention for Special Ed. teachers K-12 as required by Reading First Grant. | Reading First Grant | Linda McAnelly Penny Sturm-Borkert | August-May 2005-2006 | Sign in sheets Evaluation forms Certificates |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|
| 35. Provide incentives to encourage attending higher education courses, book studies, and education-related presentations. | Budget | Rickey Williams Glenda Allen Marie Talamantes Debbie McCormick | August 2006 | Record of attendance and college transcripts |
| 36. Provide opportunities for teachers to demonstrate educational strengths. | Time and budget | Linda McAnelly | August-July 2005-2006 | Staff development agendas |

Goal 9: TECHNOLOGY: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

District Objective: Increase the number of Internet-ready computers, probes, graphing calculators and handhelds to improve student learning and data management.

Measurement: The upgrades will be completed by the end of the 2005-2006 academic years.

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------|
| 1. Reinstall and monitor the use of distance learning at high school. | Grant Funds Local funds | Scott Pesato Linda McAnelly Brenda Gardner Don Beck | On-going | Purchase Orders Lesson Plans Student rosters |
| 2. Ensure that each IEP will have an indication that assistive technology needs were considered. | Special Education Personnel Special Ed Printing Budget | Penny Sturm-Borkert Diagnostician Campus Administrator | August – May 2005-2006 | IEP's/ARD records |
| 3. Provide district schools distance learning capabilities through: <input type="checkbox"/> Channel One <input type="checkbox"/> T-Star <input type="checkbox"/> KLRN | Instructional Technology Guidelines District E-mail | Scott Pesato Linda McAnelly Gail Wilkinson Linda Evans Gilbert Fraga | August – June 2005-2006 | Schedules of offerings Student use reports E-mail updates |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 4. Provide instruction in Math and Language Arts in elementary and intermediate Compass Learning Center, and on 6-12 PLATO curriculum | Title I –Part A Title II – Part D Compass software Contracted Services PLATO curriculum | Glenda Allen Principals Linda McAnelly | August - May 2005-2006 | Lesson plans Student roster |
| 5. Provide training in computer programs, network use, and Internet access for teachers, administrators, secretaries, and paraprofessionals. | Available computer materials/programs ESC XX Technology Committee | Linda McAnelly Teachers Aides Scott Pesato | August - July 2005-2006 | Certificate of Completion Sign-in sheets |
| 6. Evaluate Distance Learning for high school students. | Needs assessment | Scott Pesato Brenda Gardner Linda McAnelly Don Beck | June 2006 | District reports |
| 7. Provide high school students access to Internet and computer use beyond school hours. | Lab Aide Local funds for aide Community Education | Don Beck High School Technology Dept. | August-May 2005-2006 | Sign-in sheets |
| 8. Provide career/technology education to grades 8-12 to continue their education through use of technology. | Carl Perkins Fund Career/Tech Ed funds Articulation agreement between school district and institutions of higher learning. Computer-based career opportunity software VCR tapes | Marilyn Gentry Brenda Gardner Angella Betar Teachers | August - May 2005-2006 | Class rosters Choice slips Computer Career Printout Longitudinal study on career/technology Career Day Agenda |
| 9. Provide training, software, & hardware for special education teachers to more accurately evaluate needs and plans for students' curriculum. | Technical Perspectives trainer CLASS programs software & hardware | Penny Sturm-Borkert Special Education teachers | August-July 2005-2006 | CLASS criterion based test. IEP's/ARD Records/SDAA |
| 10. Implement District Technology (One-year) Plan | Technology Plan Records | Technology Committee | August-May 2005-2006 | Surveys; Technology records |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------|
| 11. Utilize Waterford Reading Program and methodologies in Kinder and evaluate program success. | Local funds Hardware and Software | Linda McAnelly Kinder Teachers Linda Stanton SBDM Committees | August - June 2005-2006 | Purchase orders Student rosters WERP, STAR, TPRI, and ITBS testing |
| 12. Provide orientation and computer training for Kinder teachers for WERP | Title II – Part D Hardware and Software Reading first Consultants | Darby MacKaron Linda McAnelly Kinder Teachers | August -June 2005-2006 | Purchase orders Sign in sheets |
| 13. Provide teacher and student training on graphing calculators to prepare for class work and TAKS math assessment. | ESC consultants Casio consultants | Designated MS and HS math teachers | August -June 2005-2006 | Contracts Sign in sheets Attendance certificates |
| 14. Provide orientation and computer training for Grade 3-11 teachers on WEBCCAT benchmark curriculum and TMDS (grades6-8) | ESC 20 consultants Campus representative | Linda McAnelly ESC 20 | August – June 2005-2006 | Evaluations and Benchmark Test |
| 15. Provide training for K-3 staff on hand held ZIRE 70 for TPRI and DIBELS administration and reports. | ESC 20 Consultants Mclass consultant Reading First Grant | Linda McAnelly Elem/Int. Principals Reading Coaches | August-June 2005-2006 | Session Evaluations and TPRI and DIBELS Reports |
| 16. Provide AEIS-IT training for analyzing student performance/data. | Local ESC 20 | Linda McAnelly Academic Team | August-May 2005-2006 | Sign-in sheets |
| 17. Update district and campus websites to reflect student and school information. | Technology budget | Rickey Williams Scott Pesato Principals | August-May 2005-2006 | Website changes and updates published on web |
| 18. Communicate district and campus-based programs or organizations through registration/enrollment packets and district or campus websites. | Time and budget for publications | Rickey Williams Scott Pesato Glenda Allen Principals | August-May 2005-2006 | Attendance at functions and conferences |

| Strategies for Improvement of Student Performance | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|--------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------|-----------------------------------|-------------------------------|
| 19. Investigate MOUS certification. | Time and budget | CATE Director | Fall 2006 | CATE teachers' certificates |
| 20. Perform needs assessment (hardware/software space to student ratio). | Time | CATE Director | Fall 2006 | Needs Assessment |
| 21. Incorporate Technology Application skills into all classes K-12. | Time and budget for training, hardware and software | CATE Director Technology director | Fall 2006 | Lesson plans/lab logs |
| 22. Emphasize career connections in all K-12 classes. | Time to implement | CATE Director Campus counselors | Fall 2006 | Lesson plans |

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

District Objective: At School wide Project campuses, the per pupil expenditure for instructional purposes will be proportionately higher than in the preceding school year.

Measurement: This will be documented by the district budget and the allocation of Title I funds into each campus budget.

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

Measurement: This will be documented in records maintained in the District Business Office.

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1. Coordinate program needs with budget planning and allocation to include providing funds for attending curriculum-related workshops. | State and local budget Analysis of budget and needs | Rickey Williams Linda MCAnelly Principals Directors Debbie McCormick | January-June 2006 | Adopted budget |
| 2. Collaborate with the superintendent and the business manager to examine and prioritize all special budgetary needs of campuses and programs. | Campus projected budgets Campus special projects | Rickey Williams Debbie McCormick Principals Directors | April - June 2006 | Completed and approved/disapproved “Special Budget Request” forms |
| 3. Begin the budget process with a series of budget workshops and guide the final budget approval and adoption process. | Available meeting dates and times | Rickey Williams Debbie McCormick | January - June 2006 | Budget workshop, workbooks and handouts |
| 4. Budget and monitor per pupil total allocations to all campuses from state and local funds. | State and local budget | Rickey Williams Debbie McCormick Penny Sturm-Borkert Glenda Allen | July 1-June 30 2005-2006 | Board approved budget Amended budget Board meeting agendas Purchase orders Final expenditure report |

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 5. Communicate fiscal management expectations to encourage good planning and fiscal responsibility. | District calendar | Debbie McCormick | July 1-June 30 2005-2006 | Administrative policies - procedures Memos, agendas |
| 6. Review budget amendments as presented and needed by campus principals, special program staff, SBDM, and instructional staff. | Financial expenditures reports Staff survey on educational needs | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Budget Amendment forms Annual independent financial audit report |
| 7. Prepare and submit timely and accurate federal, state, and special reports to include quarterly and final reports. | Texas Education Agency reports | Penny Sturm-Borkert Glenda Allen Debbie McCormick Rickey Williams | July 1-June 30 2005-2006 | Copies of completed reports Annual independent financial audit report |
| 8. Budget and monitor per pupil allocations to designated campuses from special programs. | State and Federal special program allocations | Penny Sturm-Borkert Glenda Allen | July 1-June 30 2005-2006 | Campus budgets Purchase orders Annual independent financial audit report |
| 9. Oversee workers compensation program. | Workers Compensation Commission Compliance manuals | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Annual audit |
| 10. Prepare, implement, administer, and control the annual budget. | RSCC software Staff | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Budget Annual independent audit report |
| 11. Ensure that accounting system and procedures are in full compliance with the Fiscal Accountability System Resource Guide. GASB34 | Fiscal Accountability System Resource Guide (FASRG) | Debbie McCormick Elaine Hoog Pat Brown | July 1-June 30 2005-2006 | FASRG Annual independent financial audit report |
| 12. Develop standards by which fixed assets are accounted for and safeguarded from potential loss in conjunction with a fixed asset inventory. | FASRG Guide | Debbie McCormick Pat Brown | July 1-June 30 2005-2006 | Monthly fixed asset reports Annual fixed report Annual fixed inventory Annual independent financial audit report |

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------|
| 13. Monitor accounting and internal control procedures for student and campus activity funds as required by the FASRG. | FASRG District campus Activity fund procedures | Debbie McCormick | Ongoing | FASRG Annual independent audit report Purchase Orders |
| 14. Review and approve all purchase orders to maintain budgetary checks and balances district-wide. | District budget and books of account | Rickey Williams Debbie McCormick Elaine Hoog | July 1-June 30 2005-2006 | District budget Annual independent financial audit Report |
| 15. Ensure that the payroll is timely and accurate and consistent with all employee benefit providers' such as TRS, IRS, etc. | RSCCC to include making and using to establish an "Electronic Transfer" of payroll checks to employees' individual bank accounts. | Debbie McCormick Pat Brown | July 1-June 30 2005-2006 | Monthly payroll activity reports Annual payroll activity reports |
| 16. Ensure that employee and providers concerns are properly addressed in a professional manner. | Staff | Rickey Williams Pat Brown Debbie McCormick | July 1-June 30 2005-2006 | Feedback from providers and employees |
| 17. Ensure the prompt and timely payment of accounts payable such as purchase orders, utility bills, etc. | Accounts Payable Staff | Debbie McCormick Elaine Hoog | July 1-June 30 2005-2006 | Established district payment history Annual independent financial audit report |

| Activities/Strategies | Resources Needed | Staff Responsible | Time lines for ongoing Monitoring | Formative Evaluation Criteria |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------|
| 18. Ensure that all purchasing is in compliance with state and local bidding laws and policies. | Purchasing Department FASRG | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Annual independent financial audit report |
| 19. Inform and communicate with campuses and programs on the bidding and price quote system. | Business office | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Review bid documents |
| 20. Coordinate and advertise for proposals and bids; then collect, open, tabulate, and recommend to the superintendent bids to be placed on the Board agenda for approval. | Business office | Debbie McCormick | July 1-June 30 2005-2006 | Board agenda Annual independent financial audit report |
| 21. Business office staff to act as the official purchasing agent for the district and to sign off as final approval for contractual obligations. | Business office | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Signed purchase orders Signed contractual obligations |
| 22. Secure funding from multiple sources. Use the application process to secure additional funding for special projects. | Grant announcements Grant writers | Penny Sturm-Borkert Linda McAnelly Glenda Allen Rickey Williams | July 1-June 30 2005-2006 | Standard applications Notice of grant awards and budget |
| 23. Ensure the prompt and timely deposit of accounts receivable | Business Office | Debbie McCormick Elaine Hoog Pat Brown | July 1-June 30 2005-2006 | Annual Independent Financial audit report |
| 24. Ensure that the investment of District funds in compliance with District Investment Policy | Business Office | Rickey William Debbie McCormick | July 1-June 30 2005-2006 | Monthly and annual investment reports A.I. F. A. D. Investment Officer Certification Hours |
| 25. Maintain a rating of Superior Achievement from TEA in the Financial Integrity Rating System of Texas (FIRST) | Superintendent Business Office | Rickey Williams Debbie McCormick | July 1-June 30 2005-2006 | Public Hearing to report Devine ISD FIRST rating |

Devine Independent School District Improvement Plan 2005-2006

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 – Devine ISD uses its Title I funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. NCLB, Title II, Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.
5. NCLB, Title II, Part D: Enhancing Education Through Technology – Devine ISD utilizes these funds at all campuses to purchase equipment designed to integrate technology into curriculum content.
6. NCLB, Title III: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
7. NCLB, Title IV: Safe and Drug-Free Schools and Communities – The district is in a shared services arrangement with the ESC for Title IV. Various programs are available through the ESC including Red Ribbon Week, Second Step Violence Prevention, and other curriculum activities oriented toward drug and violence prevention and esteem-building.
8. NCLB, Title V: Innovative Education Program Strategies – These federal funds are used to provide media services including high interest reading material for the school libraries at all campuses.
9. 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.
10. 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.
11. Optional Extended Year (OEY) – State funds generated by students in at-risk situations in grades Kindergarten through 8 support a summer program designed for those students in grades K-5 who are retained. In this initiative, teachers and aides provide intensive, half-day sessions for students for a 20-day period during 5 weeks in the summer.

Overview of State Compensatory Education

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

Students Eligibility

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

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument,;
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

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

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

District SCE Policies and Procedures

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

(1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 **annually** when that information is accumulated for the Public Education Information Management System (PEIMS).

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

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

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

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

(6) Devine ISD combines its SCE funding with Title I School wide funding on three campuses: Ciavarra Elementary, Devine Intermediate and Devine Middle School. Devine High School is not a Title I campus. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I school wide program (on a campus with over 50% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

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

Campus-Level SCE Services, 2005-2006

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.

J.J. Ciavarra Elementary School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative |
| TUTORIALS (WIN TIME) -Students receive assistance in mastering all TEKS objectives | Certified teachers; Instructional Aides SCE Funds Title I Funds; Instructional supplies; | Darby MacKaron, (Principal) Glenda Allen, (Spec. Proq. Dir.) | August 2005- May 2006 | Teacher tests; Grade cards; | Minimum score of 80% on NPR-ITBS in Reading and Math; |
| COMPASS LEARNING LAB - This program provides supplemental instruction to students in need of assistance in Reading and Math. | SCE Funds Title I Funds; Instructional supplies; | Darby MacKaron, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Promotion; |
| READING INTERVENTION – Grade 1 This early intervention program helps low-achieving first graders to learn to read by providing an alternative to traditional reading practices for educationally disadvantaged students. | SCE Funds Certified teacher; Title I Funds; Instructional supplies; | Darby MacKaron, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; DIBELS Running records | Achieve "Developed" status on the TPRI; ITBS |
| SUMMER SCHOOL -Summer sessions are conducted in reading and math in separate classes. Small group instruction is utilized so students receive necessary instruction to reinforce the TEKS objective and achieve promotion. | Certified teachers; Instructional Aides Title I Funds; Instructional supplies; | Darby MacKaron, (Principal) | June 2006 | Teacher tests; Grade cards; | Passing summer school grade; Promotion; |
| HOMEBOUND SERVICES –Students needing to receive academic instruction due to being homebound will receive the services deemed appropriate. | Certified teacher; Title I Funds; | Darby MacKaron, (Principal) | August 2005- May 2006 | Tests and quizzes provided by classroom teacher; Grade cards; | Passing grades; Promotion; |

J.J. Ciavarra Elementary School (con't)

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

| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| Dyslexia (Grade 2) – Provide dyslexia intervention for dyslexic students using using phono-graphics and Tier 2 and Tier 3 interventions. | SCE Funds, Title I Local Reading First | Darby MacKaron, Reading Coach and Interventionist (Principal) | August 2005-2006 | DRA Reports TPRI Reports DIBELS Reports Classroom Assessments | Reading/L.A. grades List of exited students |
| Reading First (K-2) Identify students to be at risk for reading and monitor students on these lists for Tier 2 and Tier 3. | SCE funds, Reading First Grant, Title I funds | Linda McAnelly, (Curriculum Director) Darby MacKaron, (Principal) Reading Coach and Interventionist | August 2005-2006 | DRA Reports TPRI Reports DIBELS Reports Classroom Assessments | 80% ITBS |
| Summer School (Pre K – 2) A parent involvement facilitator will hold daily sessions for parents of summer school students and assists the summer school principal in recruiting and monitoring attendance. | SCE Funds Title I Funds | Certified Teachers Summer School Principal, Glenda Allen, (Director of Special Programs) | June 2006 (10 days) | Sign-in Sheets | Attendance and promotion of students with involved parents |
| Additional Services available to support At-Risk Students (not funded by SCE) | | | | | |
| Reading and Math Intervention – (K-2) Implement at-risk reading and math intervention strategies | ARI/AMI Funds | Darby MacKaron, (Principal) Certified Teachers Instructional Aides, Glenda Allen, (Director of Special Programs) | September 2005 - May 2006 | Lesson Plans, Pre and Post Test | ITBS Scores |

Campus-Level SCE Services, 2005-2006

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine Intermediate School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the T AKS. | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------|--------------------------|---------------------------------|-------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| AFTER-SCHOOL TUTORIALS- Students encountering academic failure in core subject areas receive individual assistance from a certified teacher. | SCE Funds Certified teacher; Title I Funds; Instructional supplies; | Scott Sostarich, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing final grade in all core subjects; |
| AFTER-SCHOOL TAKS TUTORIALS-Students receive individual instruction on content area and methodology to master T AKS objectives. | Certified teacher; SCE Funds Title I Funds; Instructional supplies; | Scott Sostarich, (Principal) | August 2005- May 2006 | Practice test scores; | Passing applicable component of TAKS; |
| ACCELERATED READING-Multi- level, multi-cultural books are acquired to provide additional reading experiences for students. | Reading materials; SCE Funds Title I Funds; | Scott Sostarich, (Principal) | August 2005- May 2006 | Accelerated Reading unit exams; | Passing TAKS Reading; |

Devine Intermediate School (con't)

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------|------------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| TAKS MATERIALS -Core curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives. | Instructional supplies; SCE Funds Title I Funds; | Scott Sostarich, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing applicable component of TAKS; |
| HIGH INTEREST BOOKS -Books that are of high interest and appropriate to student reading levels are incorporated into the reading curriculum. | Reading materials; SCE Funds Title I Funds; | Scott Sostarich, (Principal) | August 2005- May 2006 | Reading comprehension exams; | Passing TAKS Reading; |
| HOMEBOUND SERVICES -Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process. | Certified teachers; Title I Funds; Software; | Scott Sostarich, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing all core subjects; |
| Dyslexia (Grade 3-5) – Provide dyslexia program for dyslexic students using phono-graphics and Tier 2 and Tier 3 intervention at grade 3 and Academy of Reading software for grade 4 and 5. | SCE Funds, Title 1, Local, Reading First | Scott Sostarich (Principal) Reading Coach and Interventionist | August 2005-2006 | DRA, TPRI, and DIBELS reports at grade 3. Academy of Reading generated reports. | Reading/L.A. grades List of exited students |
| Reading First (Grade 3) Identify students to be at risk for reading and monitor students on these lists for Tier 2 and Tier 3. | SCE funds, Reading First Grant, Title 1 funds | Linda McAnelly, (Curriculum Director) Scott Sostarich (Principal) Reading Coach Reading Interventionist | August 2005-2006 | DRA Reports TPRI Reports DIBELS Reports Classroom Assessments | 80% ITBS |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------|-------------------------------------------------------------------|
| <p>Summer School (Grades 3-5) A parent involvement facilitator will hold daily sessions for parents of summer school students and assists the summer school principal in recruiting and monitoring attendance.</p> | <p>SCE Funds Title 1 Funds</p> | <p>Certified Teachers Scott Sostarich Principal, Glenda Allen, (Director of Special Programs)</p> | <p>June 2006 (20 days)</p> | <p>Sign-in Sheets</p> | <p>Attendance and promotion of students with involved parents</p> |
| <p>Additional Services available to support At-Risk Students (not funded by SCE)</p> | | | | | |
| <p>Reading and Math Intervention – (Grades 3-5) Implement at-risk reading and math intervention strategies</p> | <p>ARI/AMI Funds</p> | <p>Scott Sostarich, (Principal) Certified Teachers Glenda Allen, (Director of Special Programs)</p> | <p>September 2005 - May 2006</p> | <p>Lesson Plans, Pre and Post Test</p> | <p>ITBS Scores</p> |

Campus-Level SCE Services 2005-2006

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine Middle School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------|--------------------------|--------------------------------|-------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| 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 Funds Software; Title I Funds; | Lori Marek, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing all core subjects; |
| TAKS MATERIALS-Core curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives. | Instructional supplies; SCE Funds Title I Funds; | Lori Marek, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing applicable component of TAKS; |
| AFTER-SCHOOL TUTORIALS- Students encountering academic failure in core subject areas receive individual assistance from a certified teacher. | Certified teacher, SCE Funds Title I Funds; Instructional supplies | Lori Marek, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing final grade in all core subjects; |
| FRIDAY SCHOOL TUTORIALS- Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives. | Certified teacher; SCE Funds Title I Funds; Instructional supplies | Lori Marek, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing grades; Promotion; |

Devine Middle School (con't)

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------|--------------------------|--------------------------------------|----------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| SUMMER SCHOOL -Students are provided instruction in order to maintain grade level equivalency and pass specific subject areas. | Certified teacher; Title I Funds; Instructional supplies; | Lori Marek, (Principal) | June 2006 | Teacher tests; Grade cards; | Promotion; |
| DAEP -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention. | Contract with CO-OP SCE Funds Title I Funds; | Bigfoot AEP Coop | August 2005- May 2006 | Teacher tests; Grade cards; | Passing grades; Stay in school; |
| BASIC SKILLS ADVISORY CLASSES -Students receive assistance on TAKS test-taking skills and practice a TAKS exercise each day. | Certified teacher; SCE funds Title I Funds; TAKS supplies; | Lori Marek, (Principal) BSA Coordinator | August 2005- May 2006 | Teacher tests; Grade cards; | Pass all classes; Pass TAKS; |
| TAKS MATH -Students receive daily additional academic instruction covering TAKS math objectives. | Certified teacher; SCE funds Title I Funds; TAKS supplies; | Lori Marek, (Principal) | August 2005 May 2006 | TAKS practice tests; Grade cards; | Passing TAKS Math; |

Devine Middle School (con't)

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------|---------------------------|-------------------------------------------|-----------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| Dyslexia – Provide dyslexia program for dyslexic students using Texas Scottish Rite materials. | SCE Funds, Title I Local | Lori Marek (Principal) Trained Para professional | August 2005- May 2006 | Section Reviews | Reading/LA. grades List of exited students |
| Provide PGP (Personal Graduation Plan) for students that fail state assessment. | SCE Local | Lori Marek (Principal) Dawn Schneider (Counselor) | August 2005- May 2006 | Individualized PGP Grade cards | Pass TAKS and SDAA |
| 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 with PLATO software | Title VI Part B Local | Lori Marek (Principal) | August 2005- May 2006 | Pre/Post Test | Passing TAKS and passing grades |
| District SRO will help campuses enforce compulsory attendance laws. | Local, COPS in Schools Grant | Lori Marek (Principal) Rhonnie Lester (Asst. Principal) Attendance clerk | August 2005- May 2006 | 6 weeks Attendance Reports SRO Reports | Annual Attendance Reports |
| Reading and Math Intervention- (Grade 6) Implement at-risk reading and math Intervention strategies | ARI/AMI Funds | Lori Marek (Principal) Certified Teachers | September 2005 - May 2006 | Lesson Plans, Pre and Post Test | TAKS Scores |

Campus-Level SCE Services, 2005-2006

Based upon students' qualifying criteria, the following tables outline each campus specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Devine High School

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|---------------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| SUMMER AND AFTER-SCHOOL TUTORIALS According to state criteria, students identified as being in at-risk situations receive supplemental academic instruction in core subject areas, and students (Grades 11-12) who have previously failed the state assessment will receive additional academic instruction. | Certified teachers; (Extra-duty \$5,000) | Don Beck, (Principal) Brenda Gardner AP for Curr. & Inst.), Roland Cadena Assistant (Principal) | August 2005- May 2006 | Practice tests; Grade cards; | Passing TAKS; Passing grades in core subjects; |
| SUMMER SCHOOL Four certified teachers provide instruction to students who have failed a core subject during the regular school term allowing them to obtain course credit and maintain class-level standing. | Certified teachers; (4.0 FTEs) Instructional supplies (\$400) | Don Beck (Principal) | June 2006 | Teacher tests and periodic reports; | Obtain credit |
| HOMEBOUND SERVICES Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process. | Certified teacher (0.25 FTE) | Don Beck, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; | Passing all core subjects; |

Devine High School (con't)

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------|--------------------------|----------------------------------------------------|----------------------------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| TAKS SUPPLIES -Core curricula is augmented by teachers using TAKS materials to help students identified as at risk to achieve TAKS objectives. | Instructional supplies; (\$1,040) | Don Beck, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; Benchmarks | Passing applicable component of TAKS; |
| 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. | Certified teacher; (Contract \$95,886); | Don Beck, (Principal) Bigfoot AEP Coop | August 2005- May 2006 | Teacher tests; Grade cards; | Passing grades; Stay in school; |
| TAKS MATH -Students receive additional academic instruction in achieving the TAKS Math objectives. | 2 Certified teachers; (0.14 FTE) | Don Beck, (Principal) | August 2005- May 2006 | Practice TAKS tests; Grade cards; Benchmarks | Passing TAKS Math; |
| TAKS READING/WRITING - Students receive additional academic instruction in achieving the TAKS Math objectives. | Certified teacher; (0.14 FTE) | Don Beck, (Principal) | August 2005- May 2006 | Practice TAKS tests; Grade cards; Benchmarks | Passing TAKS Reading; Passing TAKS Writing; |
| MATH MODELS WITH APPLICATION -Students identified as at risk receive additional academic instruction and reinforcement to extend math knowledge and skills in algebra | Certified teacher; (0.14 FTE) | Don Beck, (Principal) | August 2005- May 2006 | Teacher tests; Grade cards; Benchmarks | Promotion/Graduation; Full math credit accrual; |

Devine High School (con't)

| Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS. | | | | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------|---------------------------------|
| Strategy/Activity | Resources | Staff Responsible | Timelines | Formative Evaluation | Summative Evaluation |
| Provide PGP (Personal Graduation Plan) for students that fail state assessment. | SCE Local | Don Beck, (Principal) Angella Betar, (Counselor) Brenda Gardner, (AP for Curr. & Inst.) | August 2005-2006 | Grade cards; | Pass TAKS and SDAA |
| 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 with PLATO software | Local | Don Beck, (Principal) | August 2005-May 2006 | Pre/Post Test | Passing TAKS and passing grades |
| District SRO will help campuses enforce compulsory attendance laws. | Local, COPS in Schools Grant | Don Beck (Principal) Attendance clerk | August 2005-May 2006 | 6 weeks Attendance Reports SRO Reports | Annual Attendance Reports |

