

# DEVINE INDEPENDENT



## SCHOOL DISTRICT IMPROVEMENT PLAN 2008-09

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## *MISSION STATEMENT*

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

# DEVINE INDEPENDENT SCHOOL DISTRICT

## BOARD OF TRUSTEES

**Cindy Morales.**, President  
**Wayde Anderson.**, Vice President  
**Nancy Pepper**, Secretary  
**Carl Brown**, Trustee  
**Dwayne Gardner**, Trustee  
**Eva Marquis**, Trustee  
**Henry Moreno**, Trustee

## DISTRICT ADMINISTRATION

**Linda McAnelly**, Superintendent  
**Byron McAdams**, Asst. Supt. for Curriculum & Instruction  
**Glenda Allen**, Director of Special Programs  
**Rick Rodriguez**, Director of Special Education  
**Debbie McCormick**, Business Manager

## CAMPUS ADMINISTRATION

**Devine High School**, Mike Lawson  
**Devine Middle School**, Lori Marek  
**Devine Intermediate School**, Scott Sostarich  
**J. J. Ciavarra Elementary School**, Brenda Gardner

## DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

**Linda McAnelly**

Superintendent

**Byron McAdams**

Assistant Superintendent of C & I

**Glenda Allen**

Administrative Representative

**Ricky Rodriguez**

Special Education Director

**Christie Bean**

Chairperson

**Rebecca Meek**

Co-chairperson

### **Elementary Campus**

Brenda Gardner

Scott Sostarich

Cassandra Eads

Missy Solbrig

Christie Bean

Robyn Wheeler

Mary Kay

Joe Navarro

Jessica Stewart-Parent Rep.

Mark Espinoza-Parent Rep.

### **Middle School Campus**

Mandy Cross

Beverley Crain

Dawn Schneider

Melissa Welstead

Heath Poppe

Agnes Ramirez

B.K. Bates

Rebecca Meeks

Nancy Saathoff-Parent Rep.

Nancy Briscoe-Parent Rep

### **Community Representatives**

Betty Caldwell

### **Business Representatives**

Butch Cook-South Texas Trophies

Barbara Moore-Driscoll Public Library

Dawn Ochoa-State Farm Insurance

**DEVINE INDEPENDENT SCHOOL DISTRICT  
DISTRICT ACHIEVEMENT PLAN  
2008-2009**

**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	Dir.Spec.Prog/Personnel Principals	Regularly scheduled meetings Schedule on file in appropriate office	Sign-in sheets will reflect parent attendance at the meetings Agendas and announcements
2. An annual Title I 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 and the district and campus parent involvement policies.	Title I	Director of Special Programs PLN Facilitators	Fall 2008 Spring 2009	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 Dir.Spec.Prog/Personnel Campus staff	Forms on file at campus office September 2008	Signed compacts receipts of SCC and handbooks on file.
4. Provide opportunities for parent/teacher contact and conferences at the beginning and through out the school year.	Teachers	Principals	Early dismissal On-going	Sign-in sheets Open House schedule

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
5. Provide supportive activities to promote parenting skills for both the regular and optional extended year programs through Parent Learning Network and summer parent involvement.	Title I, State Compensatory funds and Optional Extended Year Grant	Family Headstart Services Dir.Spec.Prog/Personnel Parent Learning Network Summer School Staff PLN Facilitators Principals	Public School Week	Schedule of meetings Agendas Sign-in Sheets
6. 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	Dir.Spec.Prog/Personnel Counselors Principals Teachers	Vary throughout year Schedule of parent activities by program	TAKS practice activities Counselor records
7. Share literature in English and Spanish to parents with suggestions for working with students at home - magnets, bookmarks, and calendars.	Title I funds	Dir.Spec.Prog/Personnel	September 2008- April 2009	Purchase orders Copies of materials sent
8. Provide a program on successful parenting for teenage parents.	FCCLA Group Counseling State Compensation Education	FCCLA Teachers Parents	August 2008-June 2009	Class schedules
9. Promote parental/community participation in Community Education Program, ESL, and GED classes.	Title V Local funds	Dir.Spec.Prog/Personnel	As needed  Fall, spring, and summer enrollment data	Schedule of classes Number of participants who obtain GED certification and enrollments
10. 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
11. Annual parent involvement meeting in the fall to provide parents information regarding special programs offered in DISD and needs assessment meeting each spring to review Title I budget, programs, and district parent involvement policy.	Title I, Local	Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director Counselors Special Prog. Teachers	Fall 2009 Spring 2009	Agendas Information packets,, brochures, sign-in sheets, evaluations
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 XX Cooperative G/T Consortium	GT Instructor K-5 Campus teaches (6-12) Counselors	October 2008 March 2009 June 2009	Agenda, copies of items sent to parents, brochures, sign-in sheets, teacher online grade book, student folders

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
13. Provide opportunity for student nomination for G/T by parents, teachers, and self.	Nomination forms Pre AP/AP Subjects Dual enrollment 12 <sup>th</sup> grade	GT Instructor Counselor Teachers at Elementary and Secondary	October 2008- March-2009	Nomination forms on file at the individual campuses
14. Provide parents of G/T students with information on out-of-school options relevant to the student's area of strength.	A/P Biology Printing budget G/T Parent surveys	G/T staff Asst. Sup of C&I Principals	December 2008- June 2009	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 surveys	G/T staff Principals	August, September, December 2008- June-2009	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	Spec. Ed. Director Special Ed. Director Diagnosticians Principals Speech therapists	August 2008-June 2009	Parents' signatures on IEP's developed at the annual review Signatures at parent meetings
17. Provide parents with procedural safeguards regarding special education services.	Local, state, federal funds Printing budget	Spec. Ed. Director Special Ed. Director Diagnosticians Speech therapists Principals Teachers Counselors	During ARD meetings and any other parent contact	Procedural safeguard log
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 2008 – June 2009	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 Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist	August 2008-June 2009	Parent Survey
20. Provide parents with names of SBDM and DEIC parent representatives and contacts.	District web-site The Stampede Newsletters	Principals Dir.Spec.Prog/Personnel Tech. Director, Tech. Specialist	August 2008- June 2009	Parent Survey

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
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 2008 and Spring 2009 meetings (day & evening meetings)	Sign-in sheet, training topics, evaluation forms, parent survey
22. Provide information on issues relating to drugs/violence.	Title I budget SDFS funds Parent pamphlets for prevention of drug abuse and gangs Student handbooks/newspapers Random Drug Testing Policy	Designated staff Dir.Spec.Prog/Personnel Counselors Principals Asst. Principals	August 2008- June 2009	Calendar of workshops or distribution dates Sign in sheets
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	Dir.Spec.Prog/Personnel LPAC ESL staff Counselor	August 2009- June 2009	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 HS-AP of C&I	March - February 2009	Copies of Degree Plans to Parents
25. Increase parent communication through online gradebook and attendance.	Local District website	Principals K-12 Staff Technology Director	August 2008- June 2009	Parent Survey
26. Orient parents and students by providing "Meet the Teacher Night" before the first day of school.	Time Communication through newspaper and website	Principals Staff	August 2008	Parent Sign-in Sheets Parent Survey
27. Implement communication plan to improve effective communication between teachers/parents and administrators/parents.	Time Survey instrument and data	Dir.Spec.Prog/Personnel Principals	August 2008- June 2009	Improved survey results

**DEVINE INDEPENDENT SCHOOL DISTRICT  
DISTRICT ACHIEVEMENT PLAN  
2008-2009**

**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 2009 as reported on AEIS.

**Measurement:** The percent of all students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of all students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of all students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of all students (summed across grades 8, 10 and 11) passing the Social Studies test will maintain or exceed the state average in 2008-2009.

The percent of all students (summed across grades 5, 8 [phase-in], 10 and 11) passing the Science test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of all students (summed across grades 3-8 and 10) passing tests will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of African American students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of African American students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of African American students (summed across grades 4, 7 and Exit Level) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of African American students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average 54% in 2008-2009.

The percent of African American students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Hispanic students (summed across grades 3, 8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Hispanic students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state /federal

(AYP) average in 2008-2009.

The percent of Hispanic students (summed across grades 4, 7 and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Hispanic students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Hispanic students (summed across 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of White students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state average in 2008-2009.

The percent of White students (summed across grades 3-8 and 10) passing the Math test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of White students (summed across grades 4, 7 and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of White students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of White students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Reading test will maintain or exceed the state/federal (AYP) average under new standards in 2008-2009.

The percent of Economically Disadvantaged students (summed across grades 3- 8, and 10) passing the math test will maintain or exceed the state/federal (AYP) average in 2008-2009.

The percent of Economically Disadvantaged students (summed across grades 4, 7, and 10) passing the Writing test will maintain or exceed the state/federal (AYP) average for 2008-2009.

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Science test will maintain or exceed the state/federal (AYP) average in 2008-2009

The percent of Economically Disadvantaged students (summed across grades 3-8 and 10) passing the Social Studies test will maintain or exceed the state/federal (AYP) average in 2008-2009.

**District Objective:**

Performance on the Iowa Test of Basic Skills will increase for Kinder, 1<sup>st</sup>, and 2<sup>nd</sup> grades.

**Measurement:**

The reading (word analysis) total for kinder students in 2007-2008 (63%) will maintain or exceed the national average percentile of 50% in 2008-2009.

The math total for kinder students in 2007-2008 (54%) will maintain or exceed the national average percentile of 50% in 2008-2009.

The reading total for 1<sup>st</sup> grade students in 2007-2008 (64%) will maintain or exceed the national average percentile of 50% in 2008-2009.

The math total for 1<sup>st</sup> students in 2007-2008 (49%) will maintain or exceed the national average percentile of 50% in 2008-2009.

The reading (word analysis) total for 2<sup>nd</sup> grade students in 2007-2008 (55%) will maintain or exceed the national average percentile of 50% in 2008-2009.

The math total for 2<sup>nd</sup> grade students in 2007-2008 (67%) will maintain or exceed the national average percentile of 50% in 2008-2009.

**Objective:**

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

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Compass Learning Program, Basics Lab, Spell-it, Jump-Start, Thinking Things, Skills Bank, Plato software, Academy of Reading and Math, AR Reading, TAAS/TAKS Practice, software programs and others as available for K-12 reading and math.	Program and Campus staff	Asst. Sup of C&I Teachers Campus Lab Aides	Monthly campus visits	Computer generated reports Teacher schedules
2. Adhere to the Title I School-wide Campus Improvement Plan as required by Title I Part A SAS-201 and SAS-217 for fiscal year 2008.	Campus Plans Title I budgets Assurances Standard application	Dir.Spec.Prog/Personnel	Monthly visits	Evaluation report to TEA Notice of grant award
3. Provide support to schools and staffs for curriculum, data disaggregate, and staff development.	Title I funds Local funds Grants AEIS-IT	Support Personnel Asst. Sup of C&I APs of C&I	August 2008 –July 2009	Completed and approved application
4. Process migrant records and identify students.	Region XX Service Center	Dir.Spec.Prog/Personnel	August 2008 –July 2009	Data entry specialist logs Reports ESC XX
5. Conduct Pre-Kinder/Kindergarten Round up.	District funds	Principal Support staff	June 2008-June 2009	Enrollment
6. Investigate offering GED evening classes to encourage students to attend and graduate instead of withdrawing from school.	High school classroom Designated campus Title V Local	Dir.Spec.Prog/Personnel Counselors Teachers	September 2008-April 2009	Attendance records Tests results
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.	Six week report card data	Dir.Spec.Prog/Personnel Principals Counselors Teachers	August 2008 – June 2009	Lists of At-Risk students Failure rate reports at six week intervals

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
8. Teaching study skills and test taking techniques in all grade levels K-12.	Resource materials	Teachers APs of C&I	Each six week reporting period September - April	Counselor reports/logs Six weeks grades Test results
9. Provide an extended year program for At-risk students in grades PK-12.	SCE funds OEYP funds ARI/AMI	Dir.Spec.Prog/Personnel Assigned Staff Principals	June 2009	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	Dir.Spec.Prog/Personnel Spec. Ed. Director	August 2008 – June 2009	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	Dir.Spec.Prog/Personnel Campus Principals APs of C&I Asst. Sup of C&I	August 2008 – June 2009	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 2008 – June 2009	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 2008 – June 2009	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	Asst. Sup of C&I Principals G/T teachers	August 2008 – June 2009	G/T surveys and/or program evaluation campus G/T organizational plans
15. Expand the scope and sequence for the G/T Program. Review and revise the gifted curriculum guides in order to meet the cognitive and affective needs of gifted students.	G/T budget Region 20 Cooperative	Asst. Sup of C&I Principals G/T Teachers	September 2008 and March 2009	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	Asst. Sup of C&I Principals G/T Teachers	August 2008 – June 2009	Purchase orders Resource lists
17. Update the district dyslexia plan to include emphasis on the four phases of the program as described by TEA.	Materials Local funds SCE funds	Dir.Spec.Prog/Personnel Campus Dyslexia Coordinators	August 2008 – June 2009	Documentation

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
18. Use the dyslexia program at each campus as needed.	Staff Campus Dyslexia Coordinators Local funds Academy of Reading	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2008 – June 2009	Class lists of students served
19. Provide information on accommodations for dyslexia students at each campus.	Local Funds Materials SCE funds	Dir.Spec.Prog/Personnel Principals Counselors Campus Dyslexia Coordinators	August 2008 – June 2009	Sign-in forms Agenda Handouts
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 ARI/AMI Academy of Reading	Dir.Spec.Prog/Personnel Campus Dyslexia Coordinator Counselors	August 2008 – June 2009	Class lists of all students who have been served
21. Provide after-school tutorial program for at-risk students.	Principals Teachers SCE	Principals Dir.Spec.Prog/Personnel Assigned teachers	September 2008 – June 2009	Payroll records Evaluation reports Benchmarks
22. Inform teachers of behavior management and instructional modification strategies at all campuses.	ARD Committee	Counselors Diagnosticians Psychologists Teachers	August 2008 – June 2009	Implementation of plans and modifications
23. Increase the number of disabled students in less restrictive settings (attendance code 40) by increasing and use of supplementary aids, and or assistive technology in general education classes.	Special Education Personnel Teachers	Spec. Ed. Director Counselors Principals Teachers	May 2009 Following annual review	Disproportional Analysis
24. 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 2008 – June 2009	Survey results List of offerings Student schedules
25. Assure that the majority of students are assessed for G/T in the student’s dominant language and that if identified they have access to services to gifted students.	G/T Assessments	G/T Teacher Asst. Sup of C&I Counselors	October 2008 – June 2009	Records of nominees on each campus G/T folders with copies of tests given.
26. Assure that there is an active G/T selection committee on each campus made up of at least three local district educators who have training in the nature and needs of the gifted.	G/T Campus Committee	Principals G/T Teachers Asst. Sup of C&I Counselors	October 2008 – June 2009	List of committees on file Personnel files

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
27. Have G/T nominations and screening in the fall and spring.	G/T budget	Asst. Sup of C&I Counselors G/T teachers Principals	October 2008 and March 2009	G/T folders on each campus
28. Provide an array of learning opportunities in G/T program grade K-12 that emphasize content in the four core academic areas.	G/T budget G/T teachers	Asst. Sup of C&I Counselors G/T teachers Principals	August 2008 – June 2009	G/T student schedules on each campus Lists of course offerings
29. Provide opportunities for G/T students to accelerate in area of student strength.	G/T budget G/T surveys CBE testing Budget	Asst. Sup of C&I Counselors G/T teachers Principals	May & August 2009	Credit by examination (CBE) results. Purchase orders for advanced materials.
30. 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 2008 – June 2009	G/T folder
31. Use and monitor the ESL program to include instruction in English using ESL instructional techniques.	State adopted materials Supplemental materials Title III	Dir.Spec.Prog/Personnel Staff Campus staff	August 2008– June 2009	Report card grades TELPAS
32. Provide opportunities for transition, i.e., home school; campus - campus; schoolwork; school-career; etc.	Printed material Meetings	Appropriate departments Counselors	August 2008– June 2009	Agenda Sign-in sheets
33. Provide transition information to students and parents receiving Special Education services when age appropriate i.e.. home to school - school to school - school to work	PPOG Federal rules and regulations	Spec. Ed. Director Special Education Staff	August 2008– July 2009	Timelines met
34. Provide necessary staffing to meet needs of special needs students.	PPOG Federal rules and regulations	Spec. Ed. Director	August 2008– July 2009	Timelines met
35. Provide Cooperative Discipline, Learning Styles, Modifications, and Relation Building.	ESC XX Persons with expertise in addressed activities.	Spec. Ed. Director Campus Staff Special Education Staff	August 2008– July 2009	Number of students being referred to Special Education during the 08-09 school year. Instructional Arrangements
36. Provide full continuum of service options to meet individual educational needs for students receiving Special Education services.	PPOG, Federal rules & Regulations, ESC XX	Spec. Ed. Director	August 2008– July 2009	Students being served in special education.
37. Provide Preschool Program for children with Disabilities.	Special Education Funds State & Federal Funds	Spec. Ed. Director Special Education Staff	August 2008- June 2009	Special Education Testing Informal teacher observation

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
38. 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	Asst. Sup of C&I Kinder Staff	August 2008- June 2009	Report Card Grades ITBS TPRI
39. Encourage students to take recommended course-work in order to qualify for Texas Grant Scholarship at collegiate level.	Curriculum	Counselor High School Principal	August 2008- June 2009	Recommended diplomas
40. Maintain class size according to School FIRST.	Title II – Local funds (School Financial Integrity Rating System of Texas)	Principals	August 2008- June 2009	ITBS TAKS
41. Provide testing for K-12 benchmark program in order to identify students at risk of failing TAKS and then provide intervention.	Local funds Title I	Asst. Sup of C&I APs of C&I Principals Counselors Teachers	September 2008- June 2009	Benchmark and TAKS scores
42. Provide remediation for 3 <sup>rd</sup> graders who do not pass reading portion of TAKS on 1 <sup>st</sup> and 2 <sup>nd</sup> attempt, for 5 <sup>th</sup> graders who did not pass the math portion of TAKS, and for 8 <sup>th</sup> grades who do n pass the reading and math portion of the TAKS on the 1 <sup>st</sup> and 2 <sup>nd</sup> attempt.	ARI/AMI funds Curriculum TAKS Practice Resources Local funds	Dir.Spec.Prog/Personnel Principals Teachers Renee Dougherty	March – July 2009	TAKS scores
43. Provide intervention for students in grades K-5 for students who may be at-risk of reading/math difficulties, including dyslexia.	ARI/AMI funds	Dir.Spec.Prog/Personnel Principals Interventionist	October 2008-June 2009	Benchmarks TAKS scores DRA Reports TPRI Reports
44. 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	Asst. Sup of C&I K-3 Teachers K-3 Interventionist Reading Coaches Elementary/Intermediate Principals	August 2008-June 2009	DRA Reports TPRI Reports DIBELS Reports Classroom Assessments
45. Vertically align writing, reading, math, social studies, and science in grades K-12.	Local Title I	K-12 ELA, science, math and social studies teachers Reading interventionists and coaches Librarian	August 2008- June 2009	Curriculum maps

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
46. Curriculum Teams in the four core-areas will develop benchmarks to gauge student progress	Local	TAKS Coordinators Asst. Sup of C&I APs for C&I	August 2008-July 2009	Assessment Benchmarks
47. Provide math/science vertical team with math/science coordinators K-12 to improve math & science scores to the State average through a math/science strategic plan	Local	Superintendent Asst. Sup of C&I Principal Principal ESC XX	August 2008-June 2009	5-E Lessons Completed math/science strategic plan Aligned Curriculum TAKS Scores
48. Utilize Special Ed. Strategic Plan in order to increase instruction in inclusive settings, improve collaboration, meet and exceed state and federal accountability standards, and improve the effectiveness of operational procedure.	Time Local and special ed. funding	Spec. Ed. Director Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	September 2008- September 2009	Completed Strategic Plan that includes evaluation for each activity. Special Ed. Survey

**DEVINE INDEPENDENT SCHOOL DISTRICT  
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**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:** District Attendance will improve by 0.5%.

<b>Strategies for Improvement of Student Performance</b>	<b>Resources Needed</b>	<b>Staff Responsible</b>	<b>Time lines for ongoing monitoring</b>	<b>Formative Evaluation Criteria</b>
1. Maintain tutorials for students deemed to be At-Risk as defined by state /local criteria.	SCE funds	Principals Teachers Counselors	August 2008- June 2009	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 PreK – 12 FCCLA AG classes Volunteers-Community Internet-research careers ESC 20-COW (Careers On Wheels)	Counselors/teachers Director Career & Technology AP of C & I	August 2008- June 2009	Needs assessments Committee members Recommended programs Student schedules Caps and Cops ASVAB Test for 11 <sup>th</sup> graders
3. 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 2008- June 2009	School enrollment roster Program descriptions Attendance officer

<b>Strategies for Improvement of Student Performance</b>	<b>Resources Needed</b>	<b>Staff Responsible</b>	<b>Time lines for ongoing monitoring</b>	<b>Formative Evaluation Criteria</b>
4. Refer school dropouts to GED program and Texas Workforce Center.	Staff Attendance Clerks Texas Workforce Center	HS Principals HS Counselors Dir.Spec.Prog/Personnel	Continued as students are found	Records on file
5. Continue Homebound instruction for teen parents and students with medical disabilities.	Community agencies 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 Report
8. File truancy court action on parents of students who miss instruction due to truancy and/or tardies based upon school attendance policy.	Justice of the Peace Court Order	Attendance Clerks Campus Principals Asst. Principals	August 2008- June 2009	Warning Letter Referral Report Court Records Follow up Report
9. Provide Parent Learning Network with funds to cover cost for childcare, parent training and parent conferences.	Parent Learning Network District budget Title I Headstart	Dir.Spec.Prog/Personnel Headstart staff Principals PLN Facilitators	August 2008- June 2009	Purchase orders Schedules Required forms
10. Develop and provide valid medical information on pregnancy, nutrition, labor and delivery to pregnant teens.	Informational booklet prepared by Devine secondary nurses on pregnancy for each secondary clinic. Handouts	MS and HS Counselors Nurses School Health Advisory Council (SHAC)	August 2008- June 2009	Handouts Booklets
11. 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
12. Continue the operation of an Alternative Education Campus that offers instructional and counseling services to designated students.	SCE	AEP Principal and Counselor Regular Ed Teachers	Each six weeks Reporting Period	Alternative Hearing Packets Referral letter

<b>Strategies for Improvement of Student Performance</b>	<b>Resources Needed</b>	<b>Staff Responsible</b>	<b>Time lines for ongoing monitoring</b>	<b>Formative Evaluation Criteria</b>
13. 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
14. Identify potential dropouts due to possession, sale or use of tobacco, alcohol, or other drugs.	All staff members Local funds Devine Police Drug dog and/or Interquest Drug Dog Agency	Devine Police and/or Interquest HS & MS Principals & Assistant Principals	August 2008- June 2009	Interquest Reports Safe & Drug Free Reports Random Student Drug Testing Reports from Pinnacle
15. Provide the student and parent with information regarding external agencies that provide substance abuse education or counseling for students that test positive in random student drug testing.	Current list of agencies/resources	HS Principal HS Counselor School Nurse	August 2008- June 2009	Required proof of attendance in a certified drug-abuse program or private counseling
16. Provide visits from law enforcement agencies to inform students of penalties concerning truancy.	Justice of the Peace SRO	Campus Principals	1 <sup>st</sup> week of the 1 <sup>st</sup> 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, TAKS remediation classes and credit recovery.	Local money	HS Principal Program Coordinator Dir.Spec.Prog/Personnel Asst. Sup of C&I Reg. Ed. Teachers	August 2008- June 2009	Six wks. Failing End of year failing rate State drop-out rate 8 <sup>th</sup> Grade TAKS Scores
19. Maintain Kinder W.E.R.P. - Early Reading Program	Grant money Local money	Curriculum Director Kinder Teachers	August 2008- June 2009	Pre & Post Test scores Improved ITBS scores
20. School Resource Officer will help campuses enforce compulsory attendance laws.	Local funds	Dir.Spec.Prog/Personnel Campus Principals Assistant Principals SRO	August 2008- June 2009	Attendance report SRO records
21. Target potential drop-out/at risk students through: <ul style="list-style-type: none"> <li>•Reading 1<sup>st</sup> Grant intervention</li> <li>•3<sup>rd</sup> , 5<sup>th</sup> , and 8<sup>th</sup> grade Student Success Initiative (SSI)</li> <li>•Exit TAKS</li> </ul>	SCE Title I ARI/AMI	Counselors Teachers Principals	Spring 2009	TAKS and SDAA II

<b>Strategies for Improvement of Student Performance</b>	<b>Resources Needed</b>	<b>Staff Responsible</b>	<b>Time lines for ongoing monitoring</b>	<b>Formative Evaluation Criteria</b>
22. Provide PGP (Personal Graduation Plan) for MS and HS students that fail a state assessment.	SCE Local	Counselors Teachers Principals Asst. Principals	August 2008- June 2009	SDAA II and TAKS Scores PGP plan
23. Provide summer school for retained students (K-12) remediation (K-5), and TAKS camps (6-12) for at-risk students.	SCE ARI/AMI Title I OEYP	Principals APs of C&I Counselors Summer School/TAKS camp teachers	June 2009	Report cards TAKS scores Attendance records
24. Provide after-school and summer credit recovery with PLATO software.	SCE	Principal AP of C&I Counselor Teacher	September 2008-June 2009	Completed courses Student record of retrieved credit

**DEVINE INDEPENDENT SCHOOL DISTRICT  
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- 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	Asst. Sup of C&I Grade level coordinators Vertical teams	September 2008- June 2009	Campus report at regular interval Curriculum maps
2. Use state adopted texts grades K-12.	State adopted text	Asst. Sup of C&I Principals Math Teachers	August 2008-June 2009	Lesson plans Principal observations
3. Offer advanced mathematics and reading at the middle school.	Materials Graphing Calculators	Principal AP of C&I Counselor MS teachers	August 2008- June 2009	Students’ schedules Class Rosters

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
4. Provide strategies to meet the needs of students in grades K-12; <ul style="list-style-type: none"> <li>• staff development for administrators, teachers/teacher aides and all support personnel on learning characteristics and student’s development</li> <li>• counseling and study skills</li> <li>• conflict resolution, assertive discipline</li> <li>• instructional models, initiatives</li> <li>• TAKS</li> <li>• curriculum timelines</li> <li>• parent/community involvement</li> <li>• interdisciplinary instruction</li> <li>• technology</li> </ul>	Materials Video Tapes Library resources Instructional models Staff Development Allotment Technology Allotment	Principals Assistant Principals Counselors Staff development Coordinator AP of C&I	August 2008- June 2009	Meeting agendas Sign-in Sheets Completion of Certification Evaluation forms
5. Encourage identified Gifted and Talented students on the high school level to investigate and participate in Pre AP courses, Advanced Placement (AP) courses and Dual Credit courses.	G/T Budget G/T Teachers PAP/AP/DC Teachers	Asst. Sup of C&I AP of C&I AP/DC teachers	August 2008- June 2009	List of G/T students served in AP/Dual enrollment classes 2006 Choice slips
6. Increase the array of G/T learning opportunities in core academic areas in grades K-12. Continue training of G/T teachers to reach 30 hours as required and six hours ongoing.	G/T Teachers G/T Budget ESC XX Coop Budgets	Asst. Sup of C&I Principals GT Teachers High School PAP/AP/DC Teachers	August 2008- June 2009	Teacher lesson plans Course listings Completion of Certification
7. Provide opportunities for PAP/AP Institute training.	PAP/AP grant	Asst. Sup of C&I PAP/AP teachers	June 2008- August 2009	Sign in sheets Completion of certification
8. Provide reading strategy training for K teachers to support WERP Reading Program.	Local funds	Asst. Sup of C&I WERP consultants Grade Level Coordinators	August 2008- June 2009	Sign in sheets
9. Investigate implementing PAP classes at MS.	Local funds	Asst. Sup of C&I AP of C&I Principal	August 2008- June 2009	Choice slips
10. Maintain and evaluate at risk reading intervention strategies K-5.	WERP materials ESC XX consultant Reading First Grant ARI funds	Asst. Sup of C&I Principals K-5 Teachers & Interventionist Dir.Spec.Prog/Personnel	August 2008- June 2009	Pre and Post Tests Lesson Plans TPRI, DIBELS

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
11. Maintain and evaluate at risk math intervention strategies K-8.	ESC XX consultant ARI/AMI funds	Asst. Sup of C&I Principals K-8 Teachers & Interventionists Dir.Spec.Prog/Personnel	August 2008-June 2009	Pre & Post Test Lesson Plans
12. Provide supplemental resources with Living Science materials and media services.	ESC XX Local	HS Librarian Science Coordinators	August 2008-June 2009	ESC Contracts ESC request forms
13. Provide TPRI grade 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 2008 Spring 2009	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 2008-June 2009	Summary reports
15. Use TAYSHAS Reading Club 9-12. College Preparation Novels.	Books/Texas Library Assoc. Reading List	HS Librarian	August 2008-June 2009	Circulation data Librarian Evaluation
16. Monitor implementation of modifications of disabled students (Spec. Ed./504).	Modification pages Staff	Spec. Ed. Director Principals Assistant Principals Special Ed teachers Regular Ed teachers Counselors	August 2008-June 2009	Regular & Special Education Progress Reports and Report Cards
17. Review ESL Program to insure continuity and clarity in the implementation of the program at each campus. Meetings will assist in identifying program strengths, priorities for improvement, and any needed corrective actions.	State Program Guidelines LPAC Committee (Campus) ESL teachers Parents	Dir.Spec.Prog/Personnel ESL Teachers	August 2008-June 2009	Sign-in log Agenda PBMAS indicators Lesson Plans Needs Assessment
18. Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op.	Title III Title IV-A (SDFS)	Dir.Spec.Prog/Personnel	August 2008-June 2009	Certificates of completion
19. Plan and implement the district literary program (UIL) which features student special interests and skills (Grades 2-12).	UIL guidelines UIL Budget	UIL Coordinators and Coaches	August 2008-June 2009	Contest results Judges Evaluation

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
20. Curriculum for character education and prevention of violence and drug use will be taught.	Capturing Kids' Hearts Keystone Curriculum Second Step Title IV-A (SDFS)	Dir.Spec.Prog/Personnel Counselors	August 2008-June 2009	Notations in counselors' report, Lesson plans Discipline referrals
21. Utilize benchmark tests K-12 aligned to TEKS and TAKS, SDAA II, WEBCAT and TMDs benchmark.	Local funds Testing materials	All Staff	August 2008-June 2009	Disaggregated data At-risk List
22. Utilize at-risk curriculum using PLATO software for grades 6-12.	Grant money	Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2008-June 2009	Class Schedule Pre/Post Test
23. Academic Team will be trained in AEIS-IT for benchmark data disaggregation.	AEIS-IT software ESC XX consultants Local	Asst. Sup of C&I Academic Team	August 2008-June 2009	Sign-in sheets
24. Each campus will develop a TAKS plan to target student expectations/objectives for TAKS at-risk students.	Local	Asst. Sup of C&I Academic Team TAKS coordinators	August 2008-June 2009	Completed TAKS plan
25. Maintain and reevaluate TAKS period at the middle and high school.	Local	Principals APs of C&I	August 2008-June 2009	Master schedules
26. Procure released TAKS test for student practice.	Local Title I	Asst. Sup of C&I Principals APs of C&I	August 2008-June 2009	TAKS test results and comparisons
27. Develop a benchmark calendar prior to the beginning of each school year.	Local	Asst. Sup of C&I Principals APs of C&I	Spring 2009	Benchmark calendar for planning
28. Create enrichment reward time for students that mastered TAKS objectives	Local	Principals	August 2008-June 2009	Schedules CIP initiatives
29. Ensure the district communicates state and federal promotion and graduation requirements.	Local Secondary handbooks	MS and HS Principals	August 2008-June 2009	Graduation plans and information in handbooks
30. Investigate hosting "Career Day" and increase career awareness on all campuses.	Local	CTE Director Principals Counselors Teachers	Annually	Record of students involved Lesson plans
31. Incorporate technology presentation into applicable curricular areas.	Time to investigate Local	CTE Director CTE Teachers Asst. Sup of C&I APs of C&I	August 2008-June 2009	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
32. Require on-going opportunities to review and revise all curriculum maps at campus levels.	Time Local funds	Asst. Sup of C&I Principals APs of C&I	Annually	Publication of maps
35. Integrate elective curriculum by aligning TEKS to core area TAKS objectives.	Time Local funds	Asst. Sup of C&I AP of C&I	August 2008-June 2009	TAKS Sponge Activities Aligned curriculum Workshop Records
33. Incorporate Technology Application skills into all K-12 classes.	Local Hardware and software	AP of C&I	August 2008-June 2009	Lesson plans, Technology Apps software, and lab logs
34. Plan crossover activities with core/CTE teachers (lateral/vertical)	Time Local funds	Asst. Sup of C&I AP of C&I CTE Director CTE Teachers	August 2008-June 2009	Staff development calendar Sign-in sheets CTE Reports
35. Provide expanded course offerings in science at HS level.	Local funds	HS Principal Asst. Sup of C&I AP of C&I	August 2008-June 2009	Master Schedule
36. Investigate implementing additional courses at MS in order to receive HS credit.	Local funds	MS & HS Principals Asst. Sup of C&I MS & HS Counselors AP of C&I	August 2008-June 2009	Master Schedule Choice slips
37. Create and maintain CTE programs that provide vocational certifications. (CNA, Pharm. Tech)	Local funds Carl Perkins funds	HS Principal HS Counselor CTE Director Asst. Sup. of C&I	August 2008-June 2009	Choice Slips CTE Report
38. Create double-block mathematics sections for grades 6-8 for students meeting at risk criteria.	Time for scheduling Local funds	MS Principal Counselor AP of C&I	Annually	Master Schedule
39. Continue double-block mathematics course for freshman meeting at risk criteria.	Time for scheduling Local funds	HS Principal Counselor AP of C&I	Annually	Master Schedule

**DEVINE INDEPENDENT SCHOOL DISTRICT  
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**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.

<p><b><u>Professional Personnel</u></b>                  Sexual Harassment Prevention                  Professional Development and Appraisal System                  New Teacher Orientation - Personnel Information</p>	<p><b><u>Auxiliary Personnel</u></b>                  Sexual Harassment Prevention                  Progressive Discipline Issues                  Handbook Orientation</p>
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**Measurement:** The reduced number of documented cases involving sexual harassment will reflect an increase in the understanding and acceptance of the information presented. Continued compliance with the District Employee policies and procedures will reflect an increase in the understanding and acceptance of the information presented.

**NB:** Staff Development is further addressed in Goal 8.  
**Objective:** Related services are generally provided as specified in the IEP’s through collaborative team approach. The LEA uses staff effectively, employs a variety of related services delivery options, and provides opportunities for appropriate professional development.

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under NCLB using the following strategies/activities (#1-16):				
1. Identify and recruit qualified teachers from the surrounding universities and other states.	Colleges and Universities Job fairs/web sites	Dir.Spec.Prog/Personnel	July 2008-June 2009	Recruiting schedules Teacher contracts
2. Identify and employ certified teachers for special need population as necessary.	Colleges and Universities Job fairs/web sites	Dir.Spec.Prog/Personnel	July 2008-June 2009	Recruiting schedules
3. Maintain employment for ASHA certified speech therapists	Colleges and Universities Job fairs/web sites	Spec. Ed. Director	July 2008-June 2009	Teacher Contracts Recruiting schedules

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
4. Provide high quality staff development to ensure that all core teachers are highly qualified.	Title II, Part A Title I	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2008-June 2009	Staff development survey, annual review of teacher certification
5. The district will provide reimbursement for the ExCET/TEExES test in high needs areas to assist teachers in becoming highly qualified.	Title II, Part A Title I	Dir.Spec.Prog/Personnel Asst. Sup of C&I Campus principals	August 2008-June 2009	H/Q teacher certificate
6. Recruit and hire in areas of critical need such as mathematics, science, special education, and English as a Second Language.	Colleges and universities	Dir.Spec.Prog/Personnel Principals	June 2008-June 2009	Recruiting schedules Teacher contracts
7. Use stipends in areas of critical need such as ESL and Gifted/Talented.	Identification Procedures/Process	Superintendent	August 2008-June 2009	Implementation of stipends Salary Schedule
8. Promote student teaching participation in the schools.	Texas area colleges and universities	Superintendent	August 2008-June 2009	Increased number of student teachers
9. Utilize recruitment and retention plan to assist administrators in hiring highly qualified teachers that meet the districts core values.	Recruitment and retention plan Core values interview questions	Principals Dir.Spec.Prog/Personnel	July 2008-June 2009	Increase number of HQ teachers
10. Collect and edit available statistical reports to meet local needs.	TASB Salary Survey Salary comparison of surrounding districts	Dir.Spec.Prog/Personnel	July 2008-June 2009	Reports
11. District teacher salary schedule will reflect increase percentage for teachers with 1-5 years of experience.	Local funds	Superintendent	July 2008-June 2009	Teacher Salary Schedule
12. Provide first and second year teachers with local and contracted mentoring support.	Title II-A Educating Diverse Learners	Dir.Spec.Prog/Personnel	August 2008-May 2009	List of mentors Documented observations Sign-in sheets
13. Recognize teachers for outstanding students' performance and growth.	Local	Principals	June 2009	Awards
14. Investigate incentives for teachers with perfect attendance.	Local	Recruitment/retention committee	August 2008- June 2009	Budget Process
15. Provide staff development (TOP) for paraprofessionals that would increase their ability to assist in instructing reading, writing and math for meeting HQ requirements.	Title I Title II - Part A ESC XX	Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2008-June 2009	Sign in sheets Certificate

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
16. Review and maintain HQ status of teachers on an annual basis.	NCLB HQ guidelines HQ compliance reports	Dir.Spec.Prog/Personnel	June 2009	HQ compliance reports
17. Require G/T teachers to seek endorsement (30 hrs) and (6 hrs) yearly.	ESC XX	Asst. Sup of C&I	July 2008-June 2009	Memorandums Staff development information on file in G/T office
18. Provide staff development for school administrators on PDAS (Professional Development and Appraisal System).	ESC XX State Board Rules	Asst. Sup of C&I	August 2008-June 2009	Handouts, meeting documentation forms
19. Provide employee orientation for new staff.	Administrative Staff Board Policy District employee handbook	Administrative Staff Dir.Spec.Prog/Personnel	August 2008	Handouts, agendas, and meeting documentation forms
20. Provide staff development for professional and support staff regarding prevention of sexual harassment.	District Employee Handbook	Asst. Sup of C&I Superintendent Principals	August 2008-June 2009	Handouts Reports on Sexual Harassment Agenda
21. Conduct staff development for support personnel regarding progressive discipline issues.	Board policy manual District Employee Handbook	Superintendent	August 2008-June 2009	Agendas Signature Acknowledgment
22. Provide orientations and presentations to campus leadership concerning special populations.	Presentation	Spec. Ed. Director	August 2008-June 2009	Campus announcements
23. Provide orientation for substitutes each semester..	Principals Central Office Personnel	Asst. Sup of C&I Dir.Spec.Prog/Personnel	September 2008 January 2009	Applications Handouts
24. Newspaper ads/ job openings releases of actual positions open in the Special Education Dept.	Newspaper Ads	Spec. Ed. Director	August 2008-June 2009	Number of available positions
25. Newspaper ads/child find - Public notices that Devine ISD is here to provide help for children with special needs.	Newspaper Ads	Spec. Ed. Director	August 2008-June 2009	Gaps/no gaps In-services provided
26. Provide information sessions on three-year evaluations, why they take place.	PPOG & regulations Federal rules	Spec. Ed. Director	August 2008-June 2009	Gaps / Individualized need driven rather than tradition driven. Time lines met

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- 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 TAKS A, TAKS ALT, TAKS M 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 TAKS A, TAKS ALT, TAKS M 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 Criteria
1. Provide TAKS/ TAKS A, TAKS ALT, TAKS M results to appropriate special population departments: <ul style="list-style-type: none"> <li>• Career &amp; Technology</li> <li>• Special Education</li> <li>• ESL</li> <li>• At - Risk</li> <li>• G/T</li> <li>• Dyslexia</li> <li>• Federal Programs</li> </ul>	Special population reports	Counselor Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director APs of C&I	August 2008-June 2009	Summary reports
2. Distribute TAKS specifications, ITBS, WERP Reading pretest, released TAKS/ TAKS I, TAKS ALT, TAKS M tests, DRA, and TPRI, to provide in-service training as requested.	TAKS specifications Released TAKS/SDAA tests WERP materials Pre/Post Tests Benchmark tests Reading First Grant Funds	Principals Counselors Reading Coaches APs of C&I	August 2008-June 2009	Evaluation of TAAS/TAKS, ITBS, WERP, Pre/Post Tests Benchmark tests, TPRI
3. Provide remediation lists generated from TAKS A, TAKS ALT, TAKS, WERP, ITBS, and DRA, TAKS, TPRI results to appropriate teachers for tutorial purposes.	Remediation lists Reading First Grant	Staff Principals Counselors Teachers APs of C&I	August 2008-June 2009 Summer school	Remediation lists Tutorial lists Teacher time cards on file Report card
4. Revise and monitor teacher developed tests that include open ended questions, higher order thinking skills designed to be used with the K-12 grade alignments and use TAKS test format.	Local	Principals Staff	August 2008-June 2009	Teacher developed tests Lesson plans
5. Monitor TAKS exemption processes for special education.	Exemption Criteria Special Ed. Strategic Plan	Principals Spec. Ed. Director Counselors APs of C&I	August 2008-June 2009	Exemption lists ARD documentations
6. Utilize TAKS resources materials.	Plato Lab Compass, Computer Lab, State Release Tests, Practice Tests, Skills Bank, Basics Computer Lab, TAKS period SCE Frameworks	Staff Computer facilitators	August 2008-June 2009	Test results by campus & by teacher Computer facilitator results

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Enable disabled students to achieve measurable gains in IEP goals as demonstrated by progress measured by the CLASS.	Materials test	Staff Spec. Ed. Director	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 & state funds For dual Credit texts	Principal Counselor AP for C&I	August 2008-June 2009	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 state assessment tests for Special Education Students.	Local funds End-of-Course tests Eligible students ITBS Test TAKS Test	Asst. Sup of C&I Counselors APs for C&I	October & February April - May 2008-2009	TAKS, TELPAS, Special Ed. state assessments, and ITBS results by district, campus and teacher
10. Provide for TAKS review.	Local funds Time Varied Resources	Principals Teachers APs for C&I	August 2008-June 2009	TAKS results Benchmark results
11. Distribute and insure the use of state generated test data relating to TAKS, ITBS, and other norm/criterion reference tests, WERP, STAR, and TPRI tests.	Test data Reading Programs Summaries	Counselors APs for C&I Asst. Sup of C&I	August 2008-June 2009	Test data and reports Distribution schedule AEIS
12. Offer the opportunity to participate in the Duke University Talent Identification Program (TIP) to qualified 4 <sup>th</sup> , 5 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> grade students who will take the ACT or SAT tests.	ACT & SAT forms; TIP materials	Principals Counselors	December 2008– May 2009	Test results
13. Review and revise district technology plan.	District Technology plan	Asst. Sup of C&I Dir.Spec.Prog/Personnel DEIC District Technology Committee	August 2008-June 2009	Evaluation forms Schedule on file Technology Plan
14. Enhance student performance through counseling for prevention and intervention in drug abuse and violence.	Staff	Staff Counselors	August 2008-June 2009	Staff records / Counselor records Student performance in grades/on TAKS
15. Provide TAKS collaborative staff development for high school teachers in the areas of Math, Social Studies, Science, Reading, Writing, for teaching TAKS objectives and strategies.	Vertical Teams ESC XX	Asst. Sup of C&I	August 2008-June 2009	Agenda Sign-in sheets Evaluation forms

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
16. Involve K - 12 <sup>th</sup> grade teachers in all core subjects in creating time-lines for teaching the TEKS/TAKS Objectives, using WERP, STAR, and AR Reports.	Local funds Reading First Consultants	Staff Asst. Sup of C&I APs for C&I	August 2008-June 2009	TAKS results and ITBS and TPRI Reading Tests Results
17. Build in campus incentives for doing well on TAKS/benchmarks.	Local funds	Principals Asst. Sup of C&I APs for C&I TAKS coordinators	Annually	TAKS test gains TAKS gap closure
18. Develop a student recognition program for commended or improved TAKS performance.	Local funds	Principals Asst. Sup of C&I APs for C&I TAKS coordinators	Annually	TAKS test gains TAKS gap closure
19. Recognize teachers for exemplary performance.	Local funds	Principals Asst. Sup of C&I APs for C&I TAKS coordinators	Annually	TAKS test gains TAKS gap closure
20. Reduce number of identified special ed. students, and number of special ed. students assigned to ISS.	PEIMS data DTAT documentation Progress monitoring form IEP and BIP documentation Special Ed. Strategic Plan	Special ed. and regular ed teachers Pre-referral committee Diagnosticians Counselor Principals Special Ed. Aides	August 2008-June 2009	PBMS indicator will decrease.
21. Decrease over identification of special ed. students through training (i.e. limited English proficiency needs, etc...) and use of response-to-intervention (RTI) as mandated in Standard State regulations.	PEIMS data ARD documentation IEP documentation	Special ed. and regular ed teachers Pre-referral committee Diagnosticians Counselor Principals Case Manager	August 2008-June 2009	Reduction of PBMS indicator Meeting AYP in areas of special ed. assessment PEIMS data

\*See Goal 2 for additional information

**DEVINE INDEPENDENT SCHOOL DISTRICT  
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2008-2009**

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

**District Objective:** Establish positive rapport among staff, parents, and community.

**Measurement:** An annual community school climate survey that yields a 70% satisfaction rate.

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

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

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

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Distribute the Student Code of Conduct to all staff for implementation as the Campus Behavior Management program in order to comply with the requirements of TX Education Code. Update as necessary.	Student Code of Conduct TASB Services	Principals Superintendent Dir.Spec.Prog/Personnel	August 2008-June 2009	District plans and discipline referrals Parent Acknowledgement
2. Update and distribute to secondary assistant principals “Procedures for Disciplining Disabled Students” to incorporate the changes in the 1997 Reauthorization of I.D.E.A.	I.D.E.A.	Spec. Ed. Director	Fall 2008	Completed document
3. Implement Multi-hazard Emergency Operation Plan to included mitigation, preparedness, response, and recovery as defined by TEC Section 37.108	Emergency Operation Plan Templates Title IV-A ESC XX	Principals Dir.Spec.Prog/Personnel Asst. Principals	August 2008-June 2009	Completed EOP
4. Implement safety measures as provided by Spring 2008 Safety Audit.	Local ESC XX	Dir.Spec.Prog/Personnel Emergency Operations Planning Team	August 2008-June 2009	Annual review of EOP and safety audit
5. Incorporate “Words of Wisdom” into daily announcements for character building (PreK-8).	Local	Counselors	August 2008-June 2009	Discipline referrals
6. Send personnel to Capturing Kids’ Hearts training/retreat .	Title IV-A (SDFS)	Principals Dir.Spec.Prog/Personnel	August 2008-June 2009	Certificates of completion

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Implement a teen dating violence policy for awareness and prevention of the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by section 71.0021, Texas Family Code	Title IV-A (SDFS) Local Teen Dating Violence Toolkit	Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors	February 2009-June 2009	Documentation of communication and policy/ programs implemented
8. Provide teen dating violence training to teachers, administrators, and support staff.	Title IV-A (SDFS) Local Teen Dating Violence Toolkit	DHS and DMS Principals, Assistant Principals, and Counselors	February 2009-June 2009	Documentation of training Sign-in sheets
9. Provide awareness of teen dating violence to students and parents through health classes, presentation, related videos, posters, hotlines, parent listserv, district website, and written communication.	Title IV-A (SDFS) Local Teen Dating Violence Toolkit Listserv Devine News FCCLA	DHS and DMS Principals, Assistant Principals, and Counselors, FCCLA Teacher	February 2009-June 2009	Documentation of communication and programs implemented
10. Address safety planning that includes counseling for affected students, enforcement of protective orders, and school-based alternatives to protective orders.	Forms and procedures from Teen Dating Violence Toolkit	Dir.Spec.Prog/Personnel DHS and DMS Principals, Assistant Principals, and Counselors	February 2009-June 2009	Documentation of students counseled, and appropriate forms. Teen Dating Violence Notebook
11. Maintain parent and community in-service on parenting skills through PLN (Parent Learning Network).	Title I PLN, Headstart	Dir.Spec.Prog/Personnel PLN Team	August 2008-June 2009	Calendar of workshops Sign-in sheets
12. Implement Second Step Violence curriculum at the middle school for prevention of violence and drug abuse.	Title IV-A (SDFS)	Dir.Spec.Prog/Personnel Counselor	August 2008-June 2009	Lesson plans
13. Participation in Bigfoot Alternative School Co-op as an alternative to expulsion.	SCE Budget Transportation Meals	Superintendent MS and HS Principals Food Service Director	August 2008-June 2009	Records on file at schools
14. Utilize the SRO for campus security and assistance with truancy,	Local Budget	Superintendent Principals Dir.Spec.Prog/Personnel	August 2008-June 2009	SRO reports
15. Distribute information about district's academic programs and other school related news for publication in <u>The Devine News</u> and on district website.	Film for pictures Digital camera	Principals	August 2008-June 2009	Printed materials
16. Provide link for board agenda and minutes for regular called board meetings.	Local budget	Dir.Spec.Prog/Personnel Sup. Secretary	August 2008-June 2009	Copies on file
17. Use drug dogs at middle and high school for weapons, drug and alcohol detection.	Local budget	Superintendent Principals	August 2008-June 2009	Reports on file

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
18. Provide random student drug testing for students in grades 9-12 that participate in extracurricular activities and/or parking permit privileges.	Local budget Pinnacle Medical Management Corp.	Principal Asst. Principal Counselor Nurse Dir.Spec.Prog/Personnel	August 2008-June 2009	Reports from Pinnacle
19. Educate students and parents on random student drug testing.	Policy FNF (Local) Q&A online	Principal Dir.Spec.Prog/Personnel	August 2008-June 2009	Parent Survey
20. Educate elementary, middle, and high school students in drug prevention and awareness programs. (Red Ribbon Week)	Title IV-A (SDFS) Local ESC XX	Dir.Spec.Prog/Personnel Principals Counselors	October 2008	Presentations documented
21. Utilize a preventive maintenance program for transportation, which includes a schedule for maintenance and a schedule for repairs.	Local funds	Transportation Dir. Superintendent	August 2008-June 2009	Purchases/Orders Work Orders
22. Use In-school suspension (ISS) at secondary level as alternative to suspension.	Local Funds	Principals Asst. Principals	August 2008-June 2009	ISS Student List Referral Forms
23. Provide and maintain cell phones and/or two way radios for transportation use and crowd control at ball games.	Local budget	Superintendent	August 2008-June 2009	Systems on campuses and in use
24. Provide 1-800 Crime stoppers number for students to report possible violations.	Title IV-A (SDFS) Local funds	Dir.Spec.Prog/Personnel Principals & Asst. Principals SRO	August 2008-June 2009	Reports on file
25. Use surveillance cameras on all campuses to help deter and determine student violations and vandalism.	SDFS funds Local funds	Dir.Spec.Prog/Personnel Principals and Asst. Principals	August 2008-June 2009	Surveillance CD and Discipline reports
26. Provide safety awards for maintenance, transportation, and cafeteria.	Local budget	Transportation Dir. Dir. Cont. Services Food Service Director	May 2009	Payroll records
27. 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	Food Service Director	August 2008 – July 2009	Equipment Master list
28. Improve the cafeteria environments aesthetically at all schools	Decorations Signs	Food Service Director	August 2008-June 2009	Purchase orders

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
29. Conduct regular monitoring and inspection of the breakfast and lunch service for compliance purposes.	Inspection forms	Food Service Director	August 2008-June 2009	Inspection reports
30. Continue nutritional analysis and menu review for all schools.	Nutritional analysis program manager	Food Service Director	August 2008-June 2009	Menus
31. Conduct annual in-service training for correct use and mixture of hazardous chemicals for maintenance and cafeteria.	TASB in-service	Dir. Cont. Services Food Service Director	Spring 2009	Agenda Sign-in sheets
32. Annually review wellness policy which incorporates an employee and parent component to help emphasize proper nutrition and physical activity.	Policy FFA (Local)	Dir.Spec.Prog/Personnel Lead Nurse Food Service Director PE Teachers School Health Advisory Committee (SHAC)	August 2008-June 2009	Wellness Brochures Website Documented activities for all stakeholders
33. Maintain Material Safety Data Sheets.	MS Data Sheets	Dir. Cont. Services	August 2008-June 2009	Completed material safety data sheets
34. Conduct a community-school climate survey with 70% initial satisfaction.	Survey instrument ESC XX	Superintendent Administrative staff	Spring 2009	Survey results
35. Conduct annual faculty survey using Strategic Plan objectives to measure campus climate.	Local	Dir.Spec.Prog/Personnel Sup. Secretary Principals Superintendent Faculty Council	Annually-Spring 2009	Survey results with increased satisfaction
36. Maintain and evaluate recognition and incentive program.	Local	Superintendent Administrative staff	Annually	Areas of recognition
37. Maintain and evaluate positive rapport among staff and parents/community by various means of communication and opportunities for interaction.	Website, parent email, Devine News, The Stampede, flyers, monthly activity calendars, parent meetings	Administrative staff	August 2008-June 2009	Medias utilized Parent/Climate Survey results Faculty
38. Establish consistent professional policies across all campuses including core values and ethics.	Time to organize committee and training and budget for subs. Strategic Plan	Superintendent Asst. Sup of C&I	August 2008	Agendas, committee notes, sign-in sheets, development of policies
39. Use facility's survey results for current and projected needs and growth.	Time to present and organize survey results and facilities master plan Strategic Plan	Superintendent Facilities committee	August 2008-June 2009	Survey report and facilities master plan

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
40. Investigate additional local, state and federal funding to implement facilities and resources' master plan.	Time to loCTE additional funding Strategic Plan	Superintendent Facilities committee	August 2008-July 2009	Report to school board and public
41. Prioritize safety needs in order to meet all safety standards as determined by the facilities' committee.	Safety survey District Safety Master Plan Strategic Plan	Superintendent Facilities committee	August 2008-June 2009	Survey results reported in Master Plan
42. Implement communication plan that reinforces multiple means of effective communication practices between the school, parents, and community. (i.e., Counselor and Principal Newsletters)	Local and campus media and website Strategic Plan Communication Plan	Administrative staff	August 2008-June 2009	Parent involvement activities on campus calendars, SBDM sign-in sheets, publications Parent/Climate Survey results Faculty Survey Results
43. Establish business/community partnerships and mentorship programs on each campus	Coordination time and budget for projects Strategic Plan	Administrative staff Principal	August 2008-June 2009	Implementation of programs
44. Utilize TBSI Core Teams at each campus to train staff and assist in campus behavior management.	TEA guidelines	Principals Counselors Teachers	August 2008-June 2009	Discipline Referrals
45. Discipline data integrity will be maintained for all Data Integrity Monitoring (DIM) indicators,	DDIM Manual SCC Action Code and Reason Tables Chapter 37	Principals and Asst. Principals District PEIMS Coordinator Dir.Spec.Prog/Personnel	August 2008-June 2009	Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM)
46. Investigate additional local, state and federal funding to implement facilities and resources' master plan.	Time to locate additional funding Strategic Plan	Superintendent Facilities committee	August 2008-July 2009	Report to school board and public
47. Prioritize safety needs in order to meet all safety standards as determined by the facilities' committee.	Safety survey District Safety Master Plan Strategic Plan	Superintendent Facilities committee	August 2008-June 2009	Survey results reported in Master Plan
48. Implement communication plan that reinforces multiple means of effective communication practices between the school, parents, and community. (i.e., Counselor and Principal Newsletters)	Local and campus media and website Strategic Plan Communication Plan	Administrative staff	August 2008-June 2009	Parent involvement activities on campus calendars, SBDM sign-in sheets, publications Parent/Climate Survey results Faculty Survey Results
49. Establish business/community partnerships and mentorship programs on each campus	Coordination time and budget for projects Strategic Plan	Administrative staff Principal	August 2008-June 2009	Implementation of programs
50. Utilize TBSI Core Teams at each campus to train staff and assist in campus behavior management.	TEA guidelines	Principals Counselors Teachers	August 2008-June 2009	Discipline Referrals

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
51. Discipline data integrity will be maintained for all Data Integrity Monitoring (DIM) indicators,	DDIM Manual SCC Action Code and Reason Tables Chapter 37	Principals and Asst. Principals District PEIMS Coordinator Dir.Spec.Prog/Personnel	August 2008-June 2009	Zero errors for Performance Based Monitoring (PBM) for Data Integrity Monitoring (DIM)
52. Conduct school bus emergency evacuation training twice a year (fall and spring) for teachers and students.	National School Transportation Specifications and Procedures, Videos and script Buses for evacuation drill	Transportation Dir. Dir.Spec.Prog/Personnel Principals Certified bus drivers	Fall 2008 Spring 2009	Sign-in sheets/teachers, Required <i>School Bus Emergency Evacuation Training School District Report</i> to DPS
53. Utilize services from South Texas Rural Health Clinic for substance abuse prevention and mental health services.	Time Facilities	Principals School Nurse Dir.Spec.Prog/Personnel	August 2008-June 2009	Master Schedule Parent Survey Sign-in sheets
54. Participate in Atascosa JJAEP as an alternative to expulsion.	SCE	Superintendent MS/HS Principals & Asst. Principals	Sept. 2008-June 2009	Records on file at schools

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

**District Objective:**   The district will provide assistance to the campuses in formulating, implementing, and following through on their staff development plans.  
**Measurement:**       The district’s assistance will be documented through the use of the campus allocation for staff development purposes, the master calendar and the activity of central resource staff.

**District Objective:**   The district will ensure that staff development opportunities are addressed in the campus improvement plans.  
**Measurement:**       Documentation will aggressively improve opportunities for staff development within the district.

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

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Provide opportunities for teachers to participate in staff development during the school day or on Saturdays. The staff development will support the Campus and District Improvement Plans and the Special Ed. Strategic Plan.	Campus/District funds	Spec. Ed. Director Asst. Sup of C&I Dir.Spec.Prog/Personnel Principals	As opportunities rise	Sign-in sheets Purchase orders School business approval forms District Master Staff Development Calendar
2. Provide campus/district support for mentor training for new teachers.	District funds and Local Funding Educating Diverse Learners ESC XX Consultants Title II-Part A	Principals Dir.Spec.Prog/Personnel	August 2008-July 2009	Sign-in sheets Staff development agenda
3. Keep abreast of innovative techniques in the instruction of gifted students including affective needs of the gifted.	G/T budget Campus budgets	G/T teachers Principals Asst. Sup of C&I	August 2008-July 2009	Documentation of teachers that participated

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
4. Advanced Placement (AP) teachers will attend AP training sessions to update their teaching techniques.	G/T budget Campus budgets State Funds	AP teachers Principals Asst. Sup of C&I	August 2008-July 2009	Purchase orders for AP sessions
5. Improve communication between the G/T program and the district and campus committees.	Staff	G/T teachers Principal Asst. Sup of C&I	August 2008-June 2009	Minutes of meetings Agendas
6. Provide modified instructional approaches for students with disabilities and/or reading difficulties.	ARD Team Dyslexia Coordinators	Spec. Ed. Director Counselors Dyslexia Coordinators Principals	August 2008-June 2009	Sign-in sheets
7. Provide staff development to new paraprofessional staff regarding confidentiality.	Contract attorneys Employee handbook	Principals	August 2008	Sign-in sheets
8. Workshops on Follett catalog circulation and Texas Library Connection systems for library staff.	Local staff ESC XX staff	Librarians Technology Staff	September 2008-June 2009	Sign-in sheets Training Sessions
9. Provide technology workshops at selected campuses.	Computer upgrades ESC XX staff	Asst. Sup of C&I	August 2008-June 2009	Sign-in sheets
10. Provide in-service for staff and training students on the use of electronic media for bibliographies, research and accelerated reader.	ESC XX Local staff Training from vendors	Asst. Sup of C&I	August 2008-June 2009	Sign-in sheets
11. Assist in coordinating staff development identified in Campus Improvement Plans to include active, participatory, and cooperative learning, modifications for students with IEP's, monitoring progress of students with IEP's, and portfolio assessment upon request.	Diagnosticians	Spec. Ed. Director	August 2008-June 2009	Workshops Agendas Campus documentation
12. Assist in coordinating staff development identified in Campus Improvement Plans to include TPRI, PDAS, TAKS Collaborative, Envision Math, Technology and SBDM training, and particular programs, such as K-WERP Reading Program and K-3 Reading First.	Materials Presenters Reading First Funds	Asst. Sup of C&I Principals Teachers K-3 Interventionist K-3	August 2008-June 2009	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 administration.	ESC XX	Asst. Sup of C&I Elementary / Intermediate Principals	August 2008-June 2009	Schedules Agendas Sign-in forms Evaluation forms

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
14. Provide opportunities for staff development on topics related to both the cognitive and affective needs of gifted students.	ESC XX Coop G/T budget	Principals Asst. Sup of C&I	August 2008-June 2009	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 Case Managers	Principals Spec. Ed. Director	Regular six week intervals	Monitoring sheet from Resource teachers Academic team minutes
16. New staff will receive information on district policies and procedures in new employee orientation.	Part of new employee packet Special Ed. Strategic Plan	Dir.Spec.Prog/Personnel Asst. Sup of C&I Spec. Ed. Director	August 2008 As individuals are employed	Signed Statements of Understanding
17. Review staff responsibilities in the Safe and Drug Free Schools and Communities program.	Program information	Dir.Spec.Prog/Personnel Principals	August 2008-June 2009	Memos
18. Continue to implement a needs assessment for professional development activities.	Staff SBDM DEIC	Principals Asst. Sup of C&I	Spring 2009	Assessment instrument District professional development calendar Staff development activities
19. 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 XX Coop Title I-Part A Title III	Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2008-June 2009	Professional development calendar Sign-in and evaluation forms
20. 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 XX	Asst. Sup of C&I Principals	August 2008-June 2009	Memoranda Lists of workshops offered G/T teacher files
21. 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 Asst. Sup of C&I	August 2008-June 2009	Memoranda on workshops offered G/T teacher files
22. Provide 6 hours of professional development in nature and needs of the gifted for all administrators and counselors not previously trained.	G/T workshops G/T Coop	Asst. Sup of C&I Principals	August 2008-June 2009	Personnel files
23. 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	Asst. Sup of C&I Reading Coaches ESC XX Consultants	May 2009	Evaluation forms

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
24. Encourage staff development specifically for health professionals.	ESC XX workshop	Asst. Sup of C&I Nurse	August 2008-June 2009	Attendance in workshop
25. Provide safety instruction for transportation, maintenance, and cafeteria employees.	Local Funds	Food Service Director Dir. Cont. Services Transportation Dir.	August 2008-June 2009	Sign-in Sheets
26. Provide discipline management instruction for bus drivers.	ESC XX	Transportation Dir.	August 2008-June 2009	Sign-in Sheets
27. Provide paraprofessional training for Special Education.	Special Education ESC XX Special Ed. Strategic Plan	Spec. Ed. Director	August 2008-June 2009	Purchase Orders Sign-in Sheets
28. Provide cross grade level communication meetings.	Local funds	Principals Asst. Sup of C&I APs of C&I	August 2008-June 2009	Meetings
29. Provide staff development for all personnel in technology, conflict resolution and discipline management.	Local funds	Principal Asst. Sup of C&I	August 2008-June 2009	Sign-in sheets
30. Provide opportunities for middle school and high school content teachers to attend ESL strategy workshops.	Title III ESC XX Bi/ESL coop	Dir.Spec.Prog/Personnel	August 2008-June 2009	Attendance in workshop
31. Provide staff development for para-professionals that would increase their ability to assist in instructing readings, writing and math.	Title I Title II – A	Principal Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2008-June 2009	Sign in sheets Certificates
32. Provide staff development on PLATO Learning curriculum for grades 6-12.	Grant funds Title II-Part D	Asst. Sup of C&I Dir.Spec.Prog/Personnel	August 2008-June 2009	Sign in sheets Evaluation form
33. Provide staff development on reading intervention for Special Ed. teachers K-12 as required by Reading First Grant.	Reading First Grant	Asst. Sup of C&I Spec. Ed. Director	August 2008-June 2009	Sign in sheets Evaluation forms Certificates
34. Provide incentives to encourage attending higher education courses, book studies, and education-related presentations.	Budget	Superintendent Dir.Spec.Prog/Personnel Business Manager	August 2008-June 2009	Record of attendance and college transcripts
35. Provide opportunities for teachers to demonstrate educational strengths.	Time and budget	Asst. Sup of C&I	August 2008-June 2009	Staff development agendas
36. Provide in-service opportunities for ESL strategies and safe and drug free schools through ESC XX co-op.	Title III Title IV-A (SDFS)	Principals Dir.Spec.Prog/Personnel	August 2008-June 2009	CertifiCTEs of completion

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
37. Require ESL teachers to attend LPAC training and updates every 2 years and TELPAS Training (TOP) for new ESL teachers and TELPAS refresher training each year.	Title III Esc XX	Principals Dir.Spec.Prog/Personnel	August 2008-June 2009	Certificates of completion
38. Provide staff development as defined in Special Ed. Strategic Plan: instructional practices, state and federal accountability, special ed. training, and data analysis. (see Spec. Ed. Strategic Plan-Objective 3 Activities 3.1.1--3.1.5)	Special Ed. Local	Spec. Ed. Director Asst. Sup of C&I Principals	August 2008-June 2009 Annually	Certificates of completion Special Ed. evaluative survey as defined in Spec. Ed. Strat. Plan-Objective 4
39. Provide employee training in emergency response and security audit training for a designated team as required by TEC Section 37.108	ESC XX Texas School Safety Center Local Emergency Operations Plan	Principals Dir.Spec.Prog/Personnel Asst. Sup of C&I	August 2008-June 2009	Sign-in sheets Certificates of completion
40. Provide AEIS-IT training for data disaggregation for appropriate staff.	ESC XX	Asst. Sup of C&I APs of C&I TAKS Coordinators	Annually as needed	Sign-in sheets Certificates of completion

**DEVINE INDEPENDENT SCHOOL DISTRICT  
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**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 2008-2009 academic years.

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Ensure that each IEP will have an indication that assistive technology needs were considered.	Special Education Personnel Special Ed Printing Budget	Spec. Ed. Director Diagnostician Campus Administrator	August 2008-June 2009	IEP's/ARD records
2. Provide district schools distance learning capabilities through: <ul style="list-style-type: none"> <li>• Channel One</li> <li>• Distance Learning</li> <li>• KLRN</li> </ul>	Instructional Technology Guidelines District E-mail	Tech. Director Asst. Sup of C&I HS Librarian MS Librarian	August 2008-June 2009	Schedules of offerings Student use reports E-mail updates
3. Provide instruction in math and reading in elementary and intermediate through Academy of Reading and Academy of Math software, and on 6-12 PLATO curriculum	Title I –Part A Title II – Part D ARI/AMI Contracted Services PLATO curriculum	Dir.Spec.Prog/Personnel Principals Asst. Sup of C&I	August 2008-June 2009	Lesson plans Student roster
4. Provide training in computer programs, network use, and Internet access for teachers, administrators, secretaries, and paraprofessionals.	Available computer materials/programs ESC XX Technology Committee	Asst. Sup of C&I Teachers Aides Tech. Director	August 2008-June 2009	Certificates of Completion Sign-in sheets
5. Evaluate Distance Learning for high school students.	Needs assessment	Tech. Director AP of C&I Asst. Sup of C&I Principal	June 2009	District reports
6. Provide high school students access to Internet and computer use beyond school hours.	Lab Aide Local funds	Principal High School Technology Dept.	August 2008-June 2009	Sign-in sheets

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Provide career/technology education to grades 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/DVDs	CTE Director MS and HS Counselor Teachers	August 2008-June 2009	Class rosters Choice slips Computer Career Printout Longitudinal study on career/technology Career Day Agenda
8. Provide training, software, & hardware for special education teachers to address reading and writing deficits in students.	WYNN Program	Spec. Ed. Director Special Education teachers	August 2008-June 2009	Students work Teacher training
9. Implement District Technology (three-year) Plan	Technology Plan Records	Technology Committee	August 2008-June 2009	Surveys; Technology records
10. Utilize Waterford Reading Program and methodologies in Kinder	Local funds Hardware and Software	Asst. Sup of C&I Kinder Teachers Principal SBDM Committees	August 2008-June 2009	Purchase orders Student rosters WERP, STAR, TPRI, and ITBS testing
11. Provide orientation and computer training for Kinder teachers for WERP	Hardware and Software Reading First funds	Principal Asst. Sup of C&I Kinder Teachers	August 2008-June 2009	Purchase orders Sign in sheets
12. 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 2008-June 2009	Contracts Sign in sheets Attendance certificates
13. Provide orientation and computer training for Grade 3-11 teachers on WEBCCAT benchmark curriculum, and TMSDS (grades 5-10)	ESC XX consultants Campus representative	Asst. Sup of C&I ESC XX	August 2008-June 2009	Evaluations and Benchmark Test
14. Provide training for K-3 staff on hand held ZIRE Palms for TPRI and administration and reports.	ESC XX Consultants Mclass consultant Reading First Grant	Asst. Sup of C&I Elem/Int. Principals Reading Coaches	August 2008-June 2009	Session Evaluations and TPRI
15. Provide AEIS-IT training for analyzing student performance/data.	Local ESC XX	Asst. Sup of C&I Academic Team	August 2008-June 2009	Sign-in sheets
16. Provide Special Ed. teachers training in AEIS-IT in order to review test data	Local ESC XX	Asst. Sup of C&I Spec. Ed. Director Special Ed. Teachers	August 2008-June 2009	Sign-in sheets

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
17. Update district and campus websites to reflect student and school information.	Technology budget	Superintendent Tech. Director Principals	August 2008-June 2009	Website changes and updates published on web
18. Maintain Special Ed. website as indicated in Special Ed. Strategic Plan with special ed. procedures, parent newsletter, and special ed. info	Special Ed. Time	Spec. Ed. Director Tech. Director	August 2008-June 2009	Website changes and updates published on web
19. Communicate district and campus-based programs or organizations through registration/enrollment packets and district or campus websites.	Time and budget for publications	Asst. Sup of C&I Tech. Director Dir.Spec.Prog/Personnel Principals	August 2008-June 2009	Attendance at functions and conferences
20. Investigate MOUS certification.	Time and budget	CTE Coordinator	Fall 2008	CTE teachers' certificates
21. Perform needs assessment (hardware/software space to student ratio).	Time	CTE Coordinator	Fall 2008	Needs Assessment
22. Incorporate Technology Application skills into all classes K-12.	Time and budget for training, hardware and software	CTE Coordinator Technology director Lab Aides K-5 Technology Teachers 6-12	Fall 2008	Lesson plans/lab logs
23. Emphasize career connections in all K-12 classes.	Time to implement	CTE Coordinator Campus counselors Teachers	Fall 2008	Lesson plans
24. Maintain special ed. management program to increase efficiency of completing and maintaining ARD data.	e-Sped	Special Ed. Diagnosticians Speech Therapist	August 2008-June 2009	ARD documentation
25. Implement RUS Grant (infrastructure grant) to include 3 distance learning labs, electronic field trips, and distance learning.	RUS Grant funds	Superintendent Asst. Sup. of C&I Technology Director Principals Asst. Principals of C&I	TBA	TBA

**DEVINE INDEPENDENT SCHOOL DISTRICT  
DISTRICT ACHIEVEMENT PLAN  
2008-2009**

**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.

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
1. Coordinate program needs with budget planning and allocation to include providing funds for attending curriculum-related workshops.	State and local budget Analysis of budget and needs	Superintendent Asst. Sup of C&I Principals Directors Business Manager	January-June 2009	Adopted budget
2. Collaborate with the superintendent and the business manager to examine and prioritize all special budgetary needs of campuses and programs.	Campus projected budgets Campus special projects	Superintendent Business Manager Principals Directors	January – June 2009	Completed and approved/disapproved “Special Budget Request” forms
3. Begin the budget process with a series of budget workshops and guide the final budget approval and adoption process.	Available meeting dates and times	Superintendent Business Manager	January 2009	Budget workshop, workbooks and handouts
4. Budget and monitor per pupil total allocations to all campuses from state and local funds.	State and local budget	Superintendent Business Manager Spec. Ed. Director Dir.Spec.Prog/Personnel	July 1, 2008-June 30, 2009	Board approved budget Amended budget Board meeting agendas Purchase orders Final expenditure report
5. Communicate fiscal management expectations to encourage good planning and fiscal responsibility.	District calendar	Business Manager	July 1, 2008-June 30, 2009	Administrative policies - procedures Memos, agendas
6. Review budget amendments as presented and needed by campus principals, special program staff, SBDM, and instructional staff.	Financial expenditures reports Staff survey on educational needs	Superintendent Business Manager	July 1, 2008-June 30, 2009	Budget Amendment forms Annual independent financial audit report

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
7. Prepare and submit timely and accurate federal, state, and special reports to include quarterly and final reports.	Texas Education Agency reports	Spec. Ed. Director Dir.Spec.Prog/Personnel Business Manager Superintendent	July 1, 2008-June 30, 2009	Copies of completed reports Annual independent financial audit report
8. Budget and monitor per pupil allocations to designated campuses from special programs.	State and Federal special program allocations	Spec. Ed. Director Dir.Spec.Prog/Personnel	July 1, 2008-June 30, 2009	Campus budgets Purchase orders Annual independent financial audit report
9. Oversee workers compensation program.	Workers Compensation Commission Compliance manuals	Superintendent Business Manager	July 1, 2008-June 30, 2009	Annual audit
10. Prepare, implement, administer, and control the annual budget.	RSCC software Staff	Superintendent Business Manager	July 1, 2008-June 30, 2009	Budget Annual independent audit report
11. Ensure that accounting system and procedures are in full compliance with the Fiscal Accountability System Resource Guide. GASB34	Fiscal Accountability System Resource Guide (FASRG)	Business Manager Accounts Payable Payroll	July 1, 2008-June 30, 2009	FASRG Annual independent financial audit report
12. Develop standards by which fixed assets are accounted for and safeguarded from potential loss in conjunction with a fixed asset inventory.	FASRG Guide	Business Manager Payroll	July 1, 2008-June 30, 2009	Monthly fixed asset reports Annual fixed report Annual fixed inventory Annual independent financial audit report
13. Monitor accounting and internal control procedures for student and campus activity funds as required by the FASRG.	FASRG District campus Activity fund procedures	Business Manager	Ongoing	FASRG Annual independent audit report Purchase Orders
14. Review and approve all purchase orders to maintain budgetary checks and balances district-wide.	District budget and books of account	Superintendent Business Manager Accounts Payable	July 1, 2008-June 30, 2009	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.	Business Manager Payroll	July 1, 2008-June 30, 2009	Monthly payroll activity reports Annual payroll activity reports

Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Time lines for ongoing monitoring	Formative Evaluation Criteria
16. Ensure that employee and providers concerns are properly addressed in a professional manner.	Staff	Superintendent Payroll Business Manager	July 1, 2008-June 30, 2009	Feedback from providers and employees
17. Ensure the prompt and timely payment of accounts payable such as purchase orders, utility bills, etc.	Accounts Payable Staff	Business Manager Accounts Payable	July 1, 2008-June 30, 2009	Established district payment history Annual independent financial audit report
18. Ensure that all purchasing is in compliance with state and local bidding laws and policies.	Purchasing Department FASRG	Superintendent Business Manager	July 1, 2008-June 30, 2009	Annual independent financial audit report
19. Inform and communicate with campuses and programs on the bidding and price quote system.	Business office	Superintendent Business Manager	July 1, 2008-June 30, 2009	Review bid documents
20. Coordinate and advertise for proposals and bids; then collect, open, tabulate, and recommend to the superintendent bids to be placed on the Board agenda for approval.	Business office	Business Manager	July 1, 2008-June 30, 2009	Board agenda Annual independent financial audit report
21. Business office staff to act as the official purchasing agent for the district and to sign off as final approval for contractual obligations.	Business office	Superintendent Business Manager	July 1, 2008-June 30, 2009	Signed purchase orders Signed contractual obligations
22. Secure funding from multiple sources. Use the application process to secure additional funding for special projects.	Grant announcements Grant writers	Spec. Ed. Director Asst. Sup of C&I Dir.Spec.Prog/Personnel Superintendent	July 1, 2008-June 30, 2009	Standard applications Notice of grant awards and budget
23. Ensure the prompt and timely deposit of accounts receivable	Business Office	Business Manager Accounts Payable Payroll	July 1, 2008-June 30, 2009	Annual Independent Financial audit report
24. Ensure that the investment of District funds in compliance with District Investment Policy	Business Office	Superintendent Business Manager	July 1, 2008-June 30, 2009	Monthly and annual investment reports A.I. F. A. D. Investment Officer Certification Hours
25. Maintain a rating of Superior Achievement from TEA in the Financial Integrity Rating System of Texas (FIRST)	Superintendent Business Office	Superintendent Business Manager	July 1, 2008-June 30, 2009	Public Hearing to report Devine ISD FIRST rating

## 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. 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.
9. 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.
10. 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-12 who are retained. In this initiative, teachers and aides provide intensive, half-day sessions for students for a 20-day period during 4 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 not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, 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 two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not a Title I campuses. 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, 2008-2009

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

**John J. Ciavarra Elementary School**

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative
<b>TUTORIALS</b> Students receive assistance in mastering all TEKS objectives.	Certified teachers Instructional aides SCE Funds Title I Funds Instructional supplies	Principal  Asst. Prin. of C&I Dir.Spec.Prog/Per.	August 2008- June 2009	Teacher tests Grade reports	Minimum score of 80% on NPR-ITBS in  Reading and Math achievement
<b>TECHNOLOGY LAB-</b> This program provides supplemental instruction to students in need of assistance in reading and math.	SCE Funds Title I Funds Instructional supplies	Principal  Technology Aide	August 2008- June 2009	Teacher tests Grade reports	Promotion
<b>READING INTERVENTION – Kinder/First</b> This early intervention program helps low-achieving first graders develop reading skills by providing an alternative to traditional reading practices for educationally disadvantaged students.	SCE Funds Certified teacher Title I Funds Instructional supplies	Principal	August 2008- June 2009	Teacher tests Grade reports Progress monitoring Running records	Achieve "Developed" status on the TPRI ITBS performance
<b>SUMMER SCHOOL-</b> 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 Instr. supplies	Principal  Teachers	June 2009	Teacher tests Grade reports	Passing summer school grade  Promotion
<b>HOMEBOUND SERVICES</b> -Students needing to receive academic instruction due to being homebound will receive the services deemed appropriate.	Certified teachers  Title I Funds	Principal	August 2008- June 2009	Tests and quizzes provided by classroom teacher Grade cards	Passing grades  Promotion

**John 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
<b>Dyslexia</b> (Grade 2) – Provide dyslexia intervention for dyslexic students using Phono-Graphix and Tier II and Tier III Reading First interventions.	SCE Funds, Title I Local Reading First	Principal Reading Coach and Interventionist	August 2008- June 2009	DRA Reports TPRI Reports <del>DIBELS Reports</del> Classroom Assessments	Reading/L.A. grades List of exited students
<b>Reading First</b> (K-2) – Identify students who are at-risk for reading and monitor students on these lists for Tier II and Tier III intervention.	SCE funds Reading First Grant Title I funds	Asst. Sup of C&I Principal Reading Coach and Interventionist	August 2008- June 2009	DRA Reports TPRI Reports <del>DIBELS Reports</del> Classroom Assessments	80% ITBS
<b>Summer School</b> (Pre K – 2)–Provide a parent involvement facilitator to conduct training sessions for parents of summer school students and assist the summer school principal in recruiting students and monitoring attendance.	SCE Funds Title I Funds	Certified Teacher Principal, Dir.Spec.Prog/Personnel	June 2009 (10 days)	Sign-in sheets	Attendance and promotion of students with involved parents
<b>Staff Development</b> –Provide at risk staff development for extended year teachers.	SCE Funds Title I Funds	Dir.Spec.Prog/Personnel Principals	June 2009	Sign-in sheets	Observation of at risk strategies used during summer school.
<b>Reading/TAKS Materials-</b> Core curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives.	SCE Funds Title I Funds	Principal	August 2008- June 2009	Teacher test Grade cards	Passing applicable component of TAKS in 3 <sup>rd</sup> grade
<b>Additional Services available to support At-Risk Students (not funded by SCE)</b>					
<b>Reading and Math Intervention</b> – (K-2) Implement effective reading and math intervention strategies for at-risk students and monitor student performance to ensure increased student achievement.	ARI/AMI Funds	Principal, Certified Teachers Instructional Aides Dir.Spec.Prog/Personnel	August 2008 - June 2009	Lesson Plans, Pre and Post Test	ITBS Scores

### Campus-Level SCE Services, 2008-2009

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

<b>Objective:</b> To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
Strategy/Activity	Resources	Staff Responsible	Timeline	Formative Evaluation	Summative Evaluation
<b>AFTER-SCHOOL TUTORIALS-</b> Students encountering academic failure in core subject areas receive individual assistance from a certified teacher.	SCE Funds Certified teacher Title I Funds Instructional supplies	Principal	August 2008- June 2009	Teacher tests Grade cards	Passing final grade in all core subjects
<b>IN-SCHOOL TAKS TUTORIALS-</b> Students receive individual instruction on content area and methodology to master TAKS objectives.	Certified teacher SCE Funds Title I Funds Instructional Supplies Grade-level aide	Principal	August 2008- June 2009	Practice test scores	Passing applicable component of TAKS
<b>TAKS MATERIALS-</b> Core curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives.	SCE Funds Title I Funds	Principal	August 2008- June 2009	Teacher tests Grade cards	Passing applicable component of TAKS

**Devine Intermediate 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
<b>HOMEBOUND SERVICES-</b> 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	Principal	August 2008- June 2009	Teacher tests Grade cards	Passing all core subjects
<b>Dyslexia</b> (Grade 3-5) – Provide dyslexia program for dyslexic students using <i>Phono-graphix</i> and Tier 2 and Tier 3 intervention.	SCE Funds Title 1 Local Reading First	Principal Reading Coach and Interventionist	August 2008- May 2009	DRA and reports at grade 3	Reading/L.A. grades List of exited students
<b>Reading First</b> (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	Asst. Sup of C&I Principal Reading Coach Reading Interventionist			80% ITBS
<b>Summer School</b> (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.	SCE Funds Title 1 Funds	Certified Teachers, Principal Dir.Spec.Prog/Personnel	June 2009 and June 2009 (10 days)	Sign-in Sheets	Attendance and promotion of students with involved parents

**Devine Intermediate 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
<b>Staff Development</b> –Provide at risk staff development for extended year teachers.	SCE Funds Title I Funds	Principal Dir Spec Prog/Personnel	June 2009	Sign in sheets	Observation of at risk strategies used during summer school.
<b>Additional Services available to support At-Risk Students (not funded by SCE)</b>					
<b>Reading and Math Intervention</b> – (Grades 3-5) Implement at-risk reading and math intervention strategies	ARI/AMI Funds Title I	Principal Certified Teachers, Dir.Spec.Prog/Personnel	September 2008 – June 2009	Lesson Plans, Pre and Post Test	ITBS Scores

### Campus-Level SCE Services 2008-2009

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

<b>Objective:</b> 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
<b>HOMEBOUND SERVICES-</b> Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review	Certified	Principal	August 2008- May 2009	Teacher tests Grade cards	Passing all core subjects
	teachers				
	SCE Funds (\$5,000)				
	Software				
<b>TAKS MATERIALS-Core</b> curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives.	Instructional	Principal	August 2008- May 2009	Teacher tests Grade cards	Passing applicable component of TAKS
	supplies;				
	SCE Funds (\$1,000)				
<b>AFTER-SCHOOL TUTORIALS-</b> Students encountering academic failure in core subject areas receive individual assistance from a certified teacher.	Certified	Principal	August 2008- May 2009	Teacher tests Grade cards	Passing final grade in all core subjects
	teacher,				
	SCE Funds (\$2,500)				
	Supplies				
<b>SATURDAY SCHOOL TUTORIALS-</b> Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives.	Certified	Principal	August 2008- May 2009	Teacher tests Grade cards	Passing grades Promotion
	teacher SCE Funds (\$2,500)				

**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
<b>SUMMER SCHOOL</b> -Students are provided instruction in order to maintain grade level equivalency and pass specific subject areas.	5 certified teachers	Principal, Certified Teachers	June- July 2009 (4 weeks)	Teacher tests Grade cards	Promotion
	(5 FTEs) (\$15,000)				
	Supplies;				
<b>SUMMER SCHOOL TUTORIALS</b> According to state criteria, students identified as being in at-risk situations receive supplemental academic instruction in core subject areas.	Certified Teachers; SCE Funds (\$5,000)	Principal, Certified Teachers	June 2009 (2 weeks)	Practice Tests TAKS Assessments	Passing TAKS
<b>DAEP</b> -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 (incorporated w/ HS funds \$100,000)	Bigfoot AEP Coop	August 2008- June 2009	Teacher tests Grade cards	Passing grades  Stay in school
<b>PRIDE (Purpose, Respect, Integrity, Discipline, Excellence) CLASS</b> Students receive assistance on TAKS test-taking skills.	Certified Teachers-27 SCE funds (.10 FTEs) (\$165,000)	Principal Asst. Principal of C&I	August 2008- June 2009	Teacher tests Grade cards	Pass all classes  Pass TAKS

**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
<b>Dyslexia</b> – Provide dyslexia program for dyslexic students using researched based reading strategies.	SCE Funds (.10 FTE) (\$6,300)	Principal  Trained Para professional	August 2008- June 2009	Section Reviews	Reading/LA. grades List of exited students
<b>Provide PGP</b> (Personal Graduation Plan) for students that fail state assessment.	SCE Local	Principal  Counselor	August 2008- June 2009	Individualized PGP Grade cards	Pass TAKS and TAKS A, TAKS M, and TAKS Alt
<b>Participate in Atascosa JJAEP as an alternative to expulsion.</b>	SCE (\$5,000)	Superintendent MS/HS Principals Asst. Principals	Sept. 2008- June 2009	First semester record of student attendance	Yearly record of student attendance
<b>Staff Development</b> –Provide at risk staff development for extended year teachers.	SCE (\$200)	Principal Dir Spec. Prog/ Personnel	June 2009	Sign in sheets	Observation of at risk strategies used during summer school.

## Devine Middle School

<b>Additional Services available to support At-Risk Students (not funded by SCE)</b>					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>PLATO Lab</b> – Provide student support and remediation for core subject areas and TAKS with PLATO software.	Local	Principal	August 2008- June 2009	Pre/Post Test	Passing TAKS and passing grades
<b>District SRO</b> will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2008- June 2009	9 weeks Attendance Reports SRO Reports	Annual Attendance Reports

### Campus-Level SCE Services, 2008-2009

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
<b>SUMMER AND AFTER-SCHOOL TUTORIALS</b> 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 (credit recovery).	Certified teachers; (Extra-duty \$5,000) (SS-\$25,000)	Principal AP for Curr. & Inst., Assistant Principal Certified Teachers	August 2008- June 2009	Practice tests Grade cards	Passing TAKS Passing grades in core subjects
<b>SUMMER SCHOOL</b> 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; (5.0 FTEs) (\$15,000) Instructional supplies (\$400)	Principal Certified Teachers	June 2009	Teacher tests and periodic reports	Obtain credit
<b>HOMEBOUND SERVICES</b> 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) (\$5,000)	Principal, Certified Teachers	August 2008- June 2009	Teacher tests Grade cards	Passing all core subjects

**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
<b>TAKS SUPPLIES</b> -Core curricula is augmented by teachers using TAKS materials to help students identified as at risk to achieve TAKS objectives.	Instructional supplies; (\$1,300)	Principal	August 2008- June 2009	Teacher tests Grade cards Benchmarks	Passing applicable component of TAKS
<b>DAEP</b> -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; (\$100,000)	Principal Bigfoot AEP Coop	August 2008- June 2009	Teacher tests Grade cards	Passing grades Stay in school
<b>In School Tutorials (TAKS Intervention)</b> Students receive additional academic instruction to achieve mastery of TAKS Objectives in the four core areas (Math, ELA, Science, and Social Studies).	22 Certified teachers (0.14 FTE) (\$137,900)	Principal Certified Teachers	August 2008- June 2009	Practice TAKS tests Grade cards Benchmarks	Passing TAKS
<b>MATH MODELS WITH APPLICATION</b> Students identified as a risk receive additional academic instruction and reinforcement to extend math knowledge and skills in Algebra (4 classes)	1 certified teachers; (0.14 FTE) (\$7,358)	Principal Certified Teachers	August 2008- June 2009	Teacher test Grade cards Benchmarks	Promotion/Graduation Full math credit

**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
<b>Provide PGP</b> (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS retesters.	SCE Local (1.0 FTE) (\$2,000)	Principal Asst. Principal Counselor AP for Curr. & Inst.	August 2008- June 2009	Grade cards	Pass TAKS and SDAA
<b>Participate in Atascosa JJAEP as an alternative to expulsion.</b>	SCE (\$5,000)	Superintendent MS/HS Principals & Asst. Principals	Sept. 2008-June 2009	First semester record of student attendance	Yearly record of student attendance
<b>Staff Development</b> –Provide at risk staff development for extended year teachers.	SCE (\$200)	Principal Dir Spec. Prog/ Personnel	June 2009	Sign in sheets	Observation of at risk strategies used during summer school.

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

<b>PLATO Lab</b> – Provide student support and remediation for core subject areas and TAKS with PLATO software	Local	Principal	August 2008- June 2009	Pre/Post Test	Passing TAKS and passing grades
<b>District SRO</b> will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk	August 2008- June 2009	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

**TEXAS EDUCATION AGENCY**  
**2008 DISTRICT ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES**

**DISTRICT NAME: DEVINE**  
**DISTRICT NUMBER: 163901**

District Rating: Academically Acceptable

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2008				2007			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (70%)											
All Students	1,007	1,068	94%	100%	935	1,070	87%		7		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	538	577	93%	54%	473	566	84%		9		
White	458	480	95%	45%	454	494	92%		3		
Econ Disadv	446	494	90%	46%	443	544	81%		9		
Writing (65%)											
All Students	223	233	96%	100%	198	229	86%		10		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	119	127	94%	55%	102	123	83%		11		
White	*	*	98%	*	93	103	90%		8		
Econ Disadv	117	124	94%	53%	93	116	80%		14		
Social Studies (65%)											
All Students	329	360	91%	100%	320	366	87%		4		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	149	175	85%	49%	148	179	83%		2		
White	176	181	97%	50%	168	183	92%		5		
Econ Disadv	115	134	86%	37%	135	170	79%		7		
Mathematics (50%)											
All Students	844	1,073	79%	100%	808	1,067	76%		3		
African Amer	*	*	*	*	*	*	*		*		

Devine Independent School District Improvement Plan 2008-2009

Hispanic	423	580	73%	54%	394	561	70%	Yes	3	3	Yes
White	412	482	85%	45%	407	496	82%		3		
Econ Disadv	359	498	72%	46%	367	535	69%	Yes	3	3	Yes

Science (45%)

All Students	366	481	76%	100%	347	504	69%		7		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	156	245	64%	51%	155	260	60%	Yes	4	**	No
White	207	231	90%	48%	187	239	78%		12		
Econ Disadv	127	193	66%	40%	150	254	59%	Yes	7	**	No

\*\* Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2007?	Exceptions Applied
20	4	2	No	N/A	No

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DISTRICT NAME: DEVINE  
DISTRICT NUMBER: 163901

District Rating: Academically Acceptable

Analysis groups used to determine ratings are highlighted in BLUE.  
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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2007					Class of 2006			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	117	15	133	88.0%	100%	128	138	92.8%		-4.8		
African Amer	*	*	3	*	2%	0	0	-		*		
Hispanic	46	10	56	82.1%	42%	55	63	87.3%	Yes	-5.2	-1.2	No
White	67	5	73	91.8%	55%	72	74	97.3%		-5.5		
Econ Disadv	36	7	43	83.7%	32%	48	52	92.3%	Yes	-8.6	-3.7	No

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2006-07				2005-06			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?

Devine Independent School District Improvement Plan 2008-2009

All Students	0	297	0.0%	100%	0	304	0.0%	0.0
African Amer	*	2	*	1%	*	3	*	*
Hispanic	0	156	0.0%	53%	0	163	0.0%	0.0
White	0	136	0.0%	46%	0	135	0.0%	0.0
Econ Disadv	0	152	0.0%	51%	0	166	0.0%	0.0

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

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October 2008

TEXAS EDUCATION AGENCY

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2008 DISTRICT GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

**DISTRICT NAME: DEVINE**  
**DISTRICT NUMBER: 163901**

District Rating: Academically Acceptable

Analysis groups used to determine acknowledgment are highlighted in BLUE.  
 Special formats ('\*') are used to protect student confidentiality.

Summary of Gold Performance Acknowledgments

Earned 1 acknowledgment(s) out of 12 evaluated.

Advanced Courses	NQ	Commended Reading/ELA	NQ
AP/IB	NQ	Commended Mathematics	NQ
Attendance Rate	NQ	Commended Writing	NQ
RHSP/DAP	NQ	Commended Science	NQ
SAT/ACT	NQ	Commended Social Studies	++
		TSI ELA	NQ
		TSI Mathematics	NQ

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2006-07): DOES NOT QUALIFY

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	116	573	100%	20.2%
African American	2	5	1%	40.0%
Hispanic	40	281	49%	14.2%
White	72	284	50%	25.4%
Economically Disadvantaged	27	232	40%	11.6%

AP/IB Results (2006-07): DOES NOT QUALIFY

Devine Independent School District Improvement Plan 2008-2009

Student Groups	Number Taking AP and/or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/or IB	Number Scoring at or Above Criterion	Number Taking AP and/or IB	Percent Scoring at or Above Criterion
All Students	21	242	100%	8.7%	0	21	0.0%
African American	*	3	1%	*	*	*	*
Hispanic	4	108	45%	3.7%	*	4	*
White	17	129	53%	13.2%	0	17	0.0%

Attendance Rate (2006-07): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
All Students	283,359	295,346	100%	95.9%
African American	1,764	1,830	1%	96.4%
Hispanic	151,815	158,846	54%	95.6%
White	127,958	132,816	45%	96.3%
Economically Disadvantaged	146,895	153,756	52%	95.5%

Attendance Rate standard for your acknowledgment is 96.0%.

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	356	1,068	100%	33%
African American	*	*	*	*
Hispanic	156	577	54%	27%
White	196	480	45%	41%
Economically Disadvantaged	119	494	46%	24%

Reading includes second administration results for Student Success Initiative students tested at the same district.

October 2008

TEXAS EDUCATION AGENCY

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2008 DISTRICT GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

**DISTRICT NAME: DEVINE**  
**DISTRICT NUMBER: 163901**

District Rating: Academically Acceptable

Analysis groups used to determine acknowledgment are highlighted in BLUE.  
 Special formats ('\*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number	Number	Student Group	Percent
	Commended	Taking	Percent	Commended
All Students	218	1,073	100%	20%
African American	*	*	*	*
Hispanic	93	580	54%	16%
White	124	482	45%	26%
Economically Disadvantaged	77	498	46%	15%

Mathematics includes second administration results for Student Success Initiative students tested at the same district.

Commended on Writing: DOES NOT QUALIFY

Student Groups	Number	Number	Student Group	Percent
	Commended	Taking	Percent	Commended
All Students	76	233	100%	33%
African American	*	*	*	*
Hispanic	35	127	55%	28%
White	41	*	*	39%
Economically Disadvantaged	29	124	53%	23%

Devine Independent School District Improvement Plan 2008-2009

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	95	481	100%	20%
African American	*	*	*	*
Hispanic	28	245	51%	11%
White	66	231	48%	29%
Economically Disadvantaged	27	193	40%	14%

Commended on Social Studies: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	128	360	100%	36%
African American	*	*	*	*
Hispanic	43	175	49%	25%
White	83	181	50%	46%
Economically Disadvantaged	38	134	37%	28%

October 2008

TEXAS EDUCATION AGENCY

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2008 DISTRICT GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

**DISTRICT NAME: DEVINE**  
**DISTRICT NUMBER: 163901**

District Rating: Academically Acceptable

Analysis groups used to determine acknowledgment are highlighted in BLUE.  
 Special formats ('\*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2007): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	81	114	100%	71.1%
African American	*	3	3%	*
Hispanic	29	44	39%	65.9%
White	48	66	58%	72.7%
Economically Disadvantaged	18	35	31%	51.4%

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

SAT/ACT Results (Class of 2007): DOES NOT QUALIFY

Student Groups	Number Taking SAT and/ or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/ or ACT	Number at or Above Criterion	Number Taking SAT and/ or ACT	Percent at or Above Criterion
All Students	74	97	100%	76.3%	9	74	12.2%
African American	*	3	3%	*	*	*	*
Hispanic	23	35	36%	65.7%	1	23	4.3%
White	46	58	60%	79.3%	8	46	17.4%

Devine Independent School District Improvement Plan 2008-2009

Texas Success Initiative (TSI) ELA: DOES NOT QUALIFY

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring at or Above Standard
All Students	74	115	100%	64%
African American	*	*	*	*
Hispanic	26	48	42%	54%
White	48	67	58%	72%
Economically Disadvantaged	22	38	33%	58%

Texas Success Initiative (TSI) Mathematics: DOES NOT QUALIFY

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring at or Above Standard
All Students	66	117	100%	56%
African American	*	*	*	*
Hispanic	19	49	42%	39%
White	47	68	58%	69%
Economically Disadvantaged	19	37	32%	51%