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Note:

The highly qualified requirements are listed under Goal 8, Strategy 1 on pages 32-33.

Comprehensive Needs Assessment

INTRODUCTION:

The district site-based decision-making committee met on November 10, 2009, to develop a comprehensive needs assessment of the De Kalb Independent School District in anticipation of developing the district improvement plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the district focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of State and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant, Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

STUDENTS:

Schools in Texas today are judged primarily by the performance of their students on the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 9, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the De Kalb Independent School District including, but not limited to, the Texas Assessment of Knowledge and Skills (TAKS), Texas Primary Reading Inventory (TPRI), Iowa Test of Basic Skills (ITBS), benchmarks, project work, reading fluency testing, locally developed, teacher-made tests, and the professional opinions of the staff.

The demographics of students attending the De Kalb Independent School District as compared to the State of Texas are depicted in the following table:

Table 1—Student Demographics*

Category	African American	Hispanic	White	Other	Low Income	LEP	At-Risk
DeKalb I.S.D.	25.5%	6.7%	65.7%	2.0%	59.4%	3.1%	24.6%
State	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%	48.3%
Difference	+11.3%	-41.2%	+31.7%	-2.0%	+2.7%	-13.8%	-23.7%

*Source: Academic Excellence Indicator System (AEIS) for school year 2008-09.

The district's demographics do not parallel those of the State of Texas inasmuch as ethnicity is concerned as well as the other categories included in the Academic Excellence Indicator System (AEIS) Report for school year 2008-09, the most recent data available at the time this report was developed. African American and White students exceed by significant percentages the State averages while the percentage of Hispanic students is considerably less than the State average. The district also has a significant percentage of economically disadvantaged students who present special challenges for the staff as these students typically bring with them special needs that require supplemental programs and accelerated services. Finally, the district has considerably fewer limited English proficient (LEP) students and students in at-risk situations than the State averages. These latter two statistics are considered positive attributes. (See Table 1—Student Demographics above)

The district was rated "Academically Acceptable" by the Texas Education Agency for school year 2008-09. It had been rated "Academically Acceptable" during school years 2006-07 and 2007-08 as well. The district will strive to achieve a rating of "Recognized" for school year 2009-10.

Student Strengths

Students performed well on the TAKS Reading test with 96% passing the spring 2009 administration. All student groups also passed at rates in excess of 93% indicating a strong Reading program. The above average performance in Reading was attributed to emphasis being placed on Reading four years ago. Various reading programs are also being implemented throughout the district and the High School requires that students read a minimum of four books each six weeks. (See Appendix A—AEIS Results)

The district has been successful in closing the achievement gap between all students and those in at-risk situations in Reading, Social Studies, and Writing. This is important since it assures that all students and all student groups are equally successful. Closing of the achievement gap between all students and students in at-risk situations is also a goal of the State Compensatory Education program.

To address students' lower performance on the TAKS Science test, the district is requiring that the Elementary School teachers use scientific terminology so students become familiar with the terms.

Moving the summer school program to just before the beginning of the fall term has been beneficial since the students are able to retain more and do not lose what they have learned. If there is a lengthy period between summer school and the fall term students tend to lose much of what they learned.

Staff tries to connect each student with a school activity so that he or she has ownership and a reason other than academics to be involved at school. In an effort to facilitate this, the district does not charge for extra-curricula activities.

Student Needs:

The passing rate on the TAKS Science test is the lowest among all TAKS tests taken. Each school needs to address this concern to bring the passing rate more in line with the rate for other TAKS tests. Although improving, African-American and students in at-risk situations passed the Science test at rates well below the district as a whole. (See Appendix A—AEIS Results)

Although still above the State average by 0.7%, the decline in attendance during school year 2006-07, the last year for which data was available, was somewhat disturbing.

The significant increase in the dropout rate during school year 2006-07, the last year for which data was available, was also disturbing. With the exception of African American and Hispanic students, the rate increased for all students and all student groups. Of particular concern was the increase in the rate for students in at-risk situations and students from low-income families each of whom sustained an increase of 1.0%.

White students lost ground on the Math (-2.0%); Science (-2.0%); and Social Studies (-1.0) tests during the spring 2009 administrations. The Reading and Writing tests remained constant at 96% and 97% respectively. This was explained by the committee as being due to special emphasis being placed on minority students during school year 2008-09 which was successful in bringing their passing rates up. While it is important to close the achievement gap, it should not be done while neglecting another group.

Input from parents on the committee reflected a concern over the busing schedule. Those students who live in the rural areas of the district are picked up by the bus as early as 6:20 AM and are not returned home until 5:30 or 5:45 PM. A parent suggested running the bus routes as "first on, first off" in place of the current policy of "first on, last off."

An additional concern voiced by parents was the quality of the worksheets being sent home. Some of the copies are blurry and hard to read which has caused frustration with the children. It has also made it harder to determine the correct answers which directly impacts student achievement.

Parents also expressed a desire to see the band program expanded. If the district could offer a band program for younger students, parents would support the idea.

STAFF:

The organizational culture of any educational organization is critical to the success of the students it serves. This atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two-way communication and a monitoring of staff attitudes and opinions. Success in today’s complex workplace also dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. The No Child Left Behind Act of 2001 mandates that all teachers teaching the core academic subjects meet the law’s “highly qualified” criteria. According to the law to be highly qualified, a teacher must have at least a bachelor’s degree, be appropriately certified to teach in the area(s) to which he/she is assigned and demonstrate competency in the subject area(s) he/she teaches.

The demographics of the teachers at De Kalb Independent School District are reflected in the following table.

Table 2—Teacher Demographics*

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
De Kalb I.S.D.	6.0%	2.7%	89.9%	1.4%	26.5%	8.2 years
State	9.7%	22.1%	66.7%	1.6%	18.6%	7.4 years
Difference	-3.7%	-19.4%	+23.2%	-0.2%	+7.9%	+0.8years

**Source: Academic Excellence Indicator System (AEIS) for school year 2008-09.*

Staff Strengths:

De Kalb ISD teachers have more experience than their contemporaries in other school districts. 26.5% of De Kalb ISD teachers have over 20 years of experience while the State average is 18.6%. De Kalb ISD teachers also have more in-district experience. Their average is 8.2 years compared to the State average of 7.4 years. These statistics are indicative of favorable working conditions that tend to draw and retain teachers. Students benefit from experienced, satisfied teachers as they tend to receive a higher quality education. (See Table 2—Teacher Demographics)

All teachers have met the requirements for being highly qualified as set forth in the No Child Left Behind Act of 2001, Public Law 107-110, Section 1119 and Texas Education Agency Guidance.

Across the district, teachers are assisted by a higher than average number of paraprofessionals based upon the AEIS Report for School Year 2008-09. The district’s staff is made up of 16.7% paraprofessionals compared to the State average of 9.7%. In view of the high number/percentage of economically disadvantaged students enrolled at the district, the paraprofessionals provide an invaluable service by reinforcing the teachers’ direct instruction as they work with students on a one-on-one or in small group basis.

Many of the teachers grew up in the De Kalb area and remain loyal to the community. Their understanding of the community and the people helps them in getting through to the students. They work well together as a team.

Professional development opportunities are good with most activities being provided by Region 8, Education Service Center in Mount Pleasant, Texas which is approximately 30 miles from De Kalb.

Staff Needs:

The district has lost math, science, and foreign language teachers recently to near-by districts that pay higher salaries. The committee identified a need to pay math, science, and foreign language teachers a stipend over and above the district's pay schedule to keep them in the district. Additionally, a concern was voiced about teacher pay. DeKalb teachers reach the top of the pay scale at twenty years. An increase in pay across the board would be welcomed.

There is a disparity in the percentage of minority staff verses the percentage of minority students throughout the district. Specifically mentioned was the concern about the lack of African American teaching staff. While minority students make up 35.6% of the student body, minority teachers represent only 7.2%. Research conducted over a five year period by Texas A & M University demonstrated that when the ratio of minority teachers closely parallels that of minority students, the students perform better.

The committee agreed that time for department and/or grade-level staff meetings needs to be allocated. Although funds for substitute teachers have been allocated, time has not.

Communication is not what it should be according to the committee. The committee indicated that the district was working on this concern.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

A key ingredient in a successful instructional program is the involvement of parents and the community in the education of the students. From parent volunteers in the classroom to strong support in financing the educational program through bond elections, involvement of parents and the community is essential to an effective educational program. Parents must become involved in supporting the school through being responsible for their students' attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their students. The community must become involved by participating in programs such as Adopt-a-School, supporting bond elections to finance the construction of new facilities or renovation of existing facilities, and serving on the site-based decision-making committees and board of trustees. It is therefore worthy of any teacher's or school administrator's time to foster the enhancement of the relationship between the school and the community it supports.

Parent Involvement Strengths:

Parents generally support the district and its schools; however, due to the high number of low-income parents who reside in the district involvement is limited. Most parent groups such as booster clubs are made up of a small nucleus that does most of the work.

Parents have access to Gradebook Viewer, a secure online program that can be used to view students' grades, attendance, and other pertinent information. Each school and most teachers also have web pages that parents can access and learn about school activities, homework assignments, etc.

Teachers are proactive and make telephone calls to parents concerning student successes as a means of involving parents in the education process. When warranted, teacher-parent conferences are scheduled.

Parent Involvement Needs:

Parent volunteers are limited and primarily at the Elementary School. Staff needs to be proactive by calling parents and encouraging them to volunteer at the school. The committee indicated that parent volunteering is a problem since in most cases both parents work and usually outside of De Kalb. Most drive the 30 miles to Texarkana for work.

Presently, none of the district's schools have an active parent-teacher organization (PTO). The schools need to reorganize the PTOs as these organizations provide an excellent opportunity to involve parents as

well as a source of revenue to fund special projects. Meetings can be held in the evenings to encourage participation of working parents.

Community Involvement Strengths:

The local newspaper has been very supportive of the school district and its schools by carrying many stories relative to the district, staff, and students. It is an excellent source of information for the community to access.

Local businesses and churches are also involved in helping the district and its schools with cash and merchandise donations, providing tutors, and supporting school spirit. Due to the size of De Kalb, local businesses are small and resources are limited, but they do what they can.

The Police and Fire Departments send representatives to the school to inform students of their important roles in the community and how they are friends to the students.

The community passed a bond election in 2007 authorizing funds to upgrade the district's facilities.

Community Involvement Needs:

None were identified.

FACILITIES:

In addition to an effective staff, parent and community involvement, another key ingredient in a successful instructional program is a facility that is conducive to the teaching-learning process. A safe, well lighted, heated, cooled, and ventilated environment with adequate and appropriate supplies, furniture, and equipment is essential in completing the equation for a successful program.

Facilities Strengths:

The age of the district's buildings varies from the oldest, the Middle School, built in 1955 to the newest, the High School, built in 2001. There was a general consensus that the buildings are adequate to support the instructional process. It was the unanimous opinion of the committee as well as from each of the schools that janitorial services are superb. All buildings are well maintained. There have been no local code violations.

Facilities have adequate furniture, instructional equipment, and instructional supplies. Most classrooms have LCD projectors for teachers to use in making presentations.

Facilities Needs:

During committee discussion there was a need voiced for a better athletic field and a better entrance area for the football team as it enters the field before each game. Feedback from various committee members questioned the priority of this need however.

Some of the air conditioning units at the High School are beginning to present problems; however, replacement has been timely with a minimum of "down" time.

The High School and Middle School have some roof leaks that need attention to prevent structural damage as well as damage to furniture and equipment in the building.

The Middle School has some unused out buildings that need to be razed or moved off campus as they are potential safety hazards.

A concern was raised that the Middle School band hall was not meeting the needs of the students. A suggestion for a new facility was made.

Programs and Services

Goal #1: Students will be encouraged and challenged to meet their full educational potential. Student and the district will meet state standards by demonstrating exemplary performance, i.e., greater than 90%. The areas will math, reading, writing, social studies, and science.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Reading: To increase TAKS reading scores for all students and student subgroups in reading to greater than 90%.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. TAKS/TAKS M scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	Title I, Part A; Reading First Grant; and Student Success Initiative	Principals Counselors	Oct-Nov 2009 May-Jun 2010	Reading benchmarks	TAKS reading test
2. Use accelerated reading programs to increase reading skills on all campuses.	Title I, Part A; Reading First Grant; and Student Success Initiative	Principals	Aug 2009-Aug 2010	Reading benchmarks	TAKS reading test
3. Provide training for staff in effective reading techniques.	Title I, Part A; Reading First Grant; and Student Success Initiative	Curriculum Director	Aug-Sep 2009 Jun-Jul 2010	Reading benchmarks	TAKS reading test
4. Alignment of reading curriculum vertically and horizontally for all grade levels using the CSCOPE curriculum.	Title I, Part A; Reading First Grant; and Student Success Initiative	Superintendent, Assistant Superintendent, Principals	Aug 2009	Reading benchmarks	TAKS reading test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
5. Use of classroom literary centers and centers for reading in elementary, increase library book circulation in middle and high schools.	Title I, Part A; Reading First Grant and Student Success Initiative	Superintendent, Principals	Aug 2009	Reading benchmarks	TAKS reading test
6. Maintain dyslexia program by identifying and testing of students using the MTA and CEI programs in all grade levels.	Local Funds	Principals	Aug 2009-June 2010	Reading benchmarks	TAKS reading test
7. IEPs of special populations will be followed to maximize abilities.	Title I, Part A; Reading First Grant and Student Success Initiative	Principals	Aug 2009-June 2010	Reading benchmarks	TAKS reading test
8. Enrichment will be offered before and after school to students needing assistance in reading.	Title I, Part A; Reading First Grant and Student Success Initiative	Principals	Aug 2009	Reading benchmarks	TAKS reading test
9. Migrant students will be tested and placed on reading level.	Title I, Part A; Reading First Grant and Student Success Initiative	Counselors	Aug 2009-June 2010	Reading benchmarks	TAKS reading test
10. Use of an intervention reading Title I teacher will be utilized in K thru 3 grades.	Title I, Part A	Elementary Principal, Title I Teachers	Aug 2009-June 2010	Reading benchmarks	TAKS reading test
11. SSI money will be utilized for reading programs in grades K-8.	Student Success Initiative	Principals	Oct-Dec 2009 Feb-Apr 2010	Reading benchmarks	TAKS reading test
12. Reading First Grant will be utilized in grade K-3 to implement the Voyager Reading Program.	Reading First Grant	Reading Teachers	Oct 2009-May 2010	Reading benchmarks	TAKS reading test
13. An extended year program will be implemented to reinforce reading for struggling students.	Title I, Part A	Assistant Superintendent	May-Jun 2010	Reading benchmarks	TAKS reading test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2-Math: To increase TAKS scores of all students and student subgroups in mathematics to greater than 95%.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. TAKS/TAKS M scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	State Comp. Ed.	Principals, Curriculum Director, Counselor	Aug-Oct 2009 Apr-Jul 2010	Math benchmarks	TAKS/TAKS M math test
2. Review math curriculum and align to TEKS objectives.	State Comp. Ed	Assistant Superintendent, Principals	Aug 2009 May-Jul 2010	Math benchmarks	TAKS math test
3. IEPs of special populations will be followed to maximize abilities.	State Comp. Ed	Principals	Aug 2009-May 2010	Math benchmarks	TAKS math test
4. Provide enrichment before and after school for students in need of assistance in math.	State Comp. Ed	Principals	Aug 2009	Math benchmarks	TAKS math test
5. Provide training for staff in effective math techniques.	State Comp. Ed.	Assistant Superintendent	Aug 2009 Jul-Jul 2010	Math benchmarks	TAKS math test
6. SSI money will be used in grades K-8to purchase math programs to enhance the mathematical skills of students.	State Comp. Ed.	Principals	Oct 2009-Mar 2010	Math benchmarks	TAKS math test
7. Implement region-wide CSCOPE curriculum developed by ESC Region 8.	Local Funds State Comp. Ed.	Assistant Superintendent	Aug 2009-May 2010	Math benchmarks	TAKS math test
8. An extended year program will be implemented to reinforce math for struggling students.	State Comp. Ed.	Assistant Superintendent	May-Jun 2010	Math benchmarks	TAKS math test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 3-Writing: To increase TAKS writing scores for all students and student subgroups to greater than 93% with special emphasis on Hispanic and economically disadvantaged students.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. TAKS/TAKS M scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses.	Title I, Part A State Comp. Ed.	Principals, Counselor	Aug 2009 Apr-Jul 2010	Writing benchmarks	TAKS/TAKS M writing test
2. The writing curriculum will be aligned on the campuses vertically and horizontally using CSCOPE.	Title I, Part A State Comp. Ed.	Superintendent, Assistant Superintendent, Principals	Aug-Sep 2009 Jun-Jul 2010	Writing benchmarks	TAKS/TAKS M writing test
3. Enrichment will be offered before and after school to students needing assistance in writing.	Title I, Part A State Comp. Ed.	Principals	Aug 2009	Writing benchmarks	TAKS/TAKS M writing test
4. A bench mark will be administered to indicate the materials needed to improve academic achievement.	Title I, Part A State Comp. Ed.	Assistant Superintendent, Principals	Sep, Nov 2009 Feb, May 2010	Writing benchmarks	TAKS/TAKS M writing test
5. Provide professional development for staff in writing.	Title I, Part A State Comp. Ed.	Assistant Superintendent	Aug 2009	Writing benchmarks	TAKS/TAKS M writing test
6. Use various writing programs to enhance the writing skills of students.	Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Writing benchmarks	TAKS/TAKS M writing test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 4-Social Studies: To increase TAKS social studies scores for all students and student subgroups to greater than 90%.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. Provide professional development on the social studies TAKS exam.	Title I, Part A State Comp. Ed.	Assistant Superintendent	Aug 2009 Jun-Jul 2010	Social studies benchmarks	TAKS social studies test
2. The writing curriculum will be aligned on the campuses vertically and horizontally using CSCOPE.	Title I, Part A State Comp. Ed.	Superintendent, Assistant Superintendent, Principals	Aug, Oct 2009 Mar 2010	Social studies benchmarks	TAKS social studies test
3. Enrichment will be offered before and after school to students needing assistance in writing.	Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Writing benchmarks	TAKS social studies test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 5-Science: To increase TAKS science scores for all students and student subgroups to greater than 90%.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. The science curriculum will be aligned on the campuses vertically and horizontally using CSCOPE.	Title I, Part A State Comp. Ed.	Superintendent, Assistant Superintendent, Principals	Aug 2009 Jun-Jul 2010	Science benchmarks	TAKS science test
2. Enrichment in science will be offered before and after school to students in at-risk situations.	Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Science benchmarks	TAKS science test
3. Provide professional development in science.	Title I, Part A State Comp. Ed.	Assistant Superintendent	Aug 2009	Science benchmarks	TAKS science test
4. An extended year program will be implemented to reinforce science for struggling students.	Title I, Part A State Comp. Ed.	Assistant Superintendent	May-Jun 2010	Science benchmarks	TAKS science test
5 Contract with a consultant to help teachers with curriculum and interventions in science.	Title I, Part A State Comp. Ed.	Assistant Superintendent	Aug 2009-Jul 2010	Science benchmarks	TAKS science test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 6 Drop Out Rate/ Attendance Rate: To maintain or reduce the drop out rate from 0.4% to 0% for school year 2009-10. To maintain or increase the attendance rate from 96.2% to 98.0% for school year 2009-10.</p> <p>Activities:</p>	Teachers, School Library, Parent Support, District Coordinator, and Campus Administrative Staff				
1. All campuses will use a comprehensive program to identify and prevent at-risk students from leaving school.	District Budget Title I, Part A State Comp. Ed.	Principals, Counselors	Aug 2009-May 2010	Attendance records	PEIMS data
2. Summer school will be offered for academic and excessive absences of students.	District Budget Title I, Part A State Comp. Ed.	Principals	May-Jun 2010	Attendance records	PEIMS data
3. The district will offer full day Pre-Kindergarten programs for students who qualify.	District Budget Title I, Part A State Comp. Ed.	Elementary Principal	Aug 2009-May 2010	Attendance records	PEIMS data
4. Homebound and pregnancy related services will be provided	District Budget Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Attendance records	PEIMS data
5. The district will monitor all students who dropout.	District Budget Title I, Part A State Comp. Ed.	Counselors	Aug 2009-May 2010	Attendance records	PEIMS data
6. The district will provide counselors for at-risk students and for students with poor attendance to ensure academic success.	District Budget Title I, Part A State Comp. Ed.	Counselors	Aug 2009-May 2010	Attendance records	PEIMS data
7. Support personnel will be provided for students at-risk and in need of assistance.	District Budget Title I, Part A State Comp. Ed.	Superintendent	Aug 2009-May 2010	Attendance records	PEIMS data

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
8. Instructional materials will be provided for students at-risk situations.	District Budget Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Attendance records	PEIMS data
9. The district will employ the use of ISS and AEP to offer alternatives to dropping out by partnering with New Boston and other school districts.	District Budget Title I, Part A State Comp. Ed.	Superintendent	Aug 2009-May 2010	Attendance records	PEIMS data
10. Enrichment will be provided before and after school.	District Budget Title I, Part A State Comp. Ed.	Principals	Oct 2009-May 2010	Attendance records	PEIMS data
11. Supplies will be purchased for students in need.	District Budget Title I, Part A State Comp. Ed.	Principals, Counselors	Oct 2009-May 2010	Attendance records	PEIMS data
12. An attendance review committee will be designated by the district for the campuses for monitoring students' attendance.	District Budget State Comp. Ed.	Principals	Aug 2009-May 2010	Attendance records	PEIMS data
13. Incentives will be implemented for extrinsic methods in place to address attendance.	District Budget State Comp. Ed.	Principals	Aug 2009-May 2010	Attendance records	PEIMS data
14. Perfect attendance awards will be given to students.	District Budget State Comp. Ed.	Principals	May 2010	Attendance records	PEIMS data
15. Saturday school and after school tutorials for students needing assistance for attendance and academic needs.	District Budget State Comp. Ed.	Superintendent Principals	Nov. 2009-May 2010	Attendance records	PEIMS data
16. Parents will be notified by mail of excessive absences of students.	District Budget State Comp. Ed.	Attendance Clerks	Oct. 2009-May 2010	Attendance records	PEIMS data
17. Attendance will be monitored by attendance personnel.	District Budget State Comp. Ed.	Principals	Oct. 2009-May 2010	Attendance records	PEIMS data

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 7 Dyslexia Services: To provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.</p> <p>Activities:</p>	Teachers, District Coordinator				
1. Provide for the modification, evaluation, and placement of students with dyslexia.	Spec. Ed. Budget Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Benchmarks	TAKS test
2. Use of the MTA and CEI programs to meet the needs of students with dyslexia.	Spec. Ed. Budget Title I, Part A State Comp. Ed.	Principals	Aug 2009-May 2010	Benchmarks	TAKS test
3. Provide staff development on identifying and recognizing students with dyslexia.	Spec. Ed. Budget Title I, Part A State Comp. Ed.	Assistant Superintendent	Aug-Nov 2009	Benchmarks	TAKS test
4. Contract with a consultant for testing.	Spec. Ed. Budget Title I, Part A State Comp. Ed.	Curriculum Director	As needed	Benchmarks	TAKS test
5. Purchase supplies for the dyslexia program.	Spec. Ed. Budget Title I, Part A State Comp. Ed.	Principals	Aug 2009-Jul 2010	Benchmarks	TAKS test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 8-English as a Second Language (ESL): English language learners (ELL) will increase academic performance above 70%.</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff				
1. Students who are ELL will be identified.	State Comp. Ed. Title I, Part A	Principals	Aug 2009-Jul 2010	Six week grades	TAKS test
2. Students will be provided enrichment in the mornings and after school.	State Comp. Ed. Title I, Part A	Principals	Aug 2009-May 2010	Six week grades	TAKS test
3. Pull out program for students needing ESL services.	State Comp. Ed. Title I, Part A	Principals	Aug 2009-May 2010	Six week grades	TAKS test
4. Offer summer school for migrant and ELL students who qualify.	State Comp. Ed. Title I, Part A	Principals	Jun-Jul 2010	Six week grades	TAKS test
5. Services will be administered to ELL students	State Comp. Ed. Title I, Part A	Principals	Aug-2009-May 2010	Six week grades	TAKS test
6. Supplies will be furnished to students in need.	State Comp. Ed. Title I, Part A	Principals	Oct 2009-May 2010	Six week grades	TAKS test

Goal 2: A well balanced and appropriate curriculum will be provided to all students.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Professional development: Professional development will be provided to all teachers.</p> <p>Activities:</p>	Teachers, Contracted Services, District Coordinator, Central Office, Campus Administrative Staff				
1. All teachers will receive curriculum training for gifted and talented.	GT Budget	Superintendent, Assistant Superintendent	Aug-Sep 2009	Training schedule Sign-in rosters	Certificates
2. All teachers will receive 30 hours of training in gifted and talented.	GT Budget	Superintendent, Assistant Superintendent	Aug 2009	Training schedule Sign-in rosters	Certificates
3. All teachers will receive a six hour update for gifted and talented.	GT Budget	Superintendent, Assistant Superintendent	Aug 2009	Training schedule Sign-in rosters	Certificates
4. Supplies will be purchased to support professional development activities.	GT Budget	Principals	Oct 2009-May 2010	Purchase orders	Supplies available for professional development activities
5. All teachers will have training in crisis prevention.	Reading First Grant, Technology Budget, Title I, Part A	Principals	Aug 2009	Training schedule Sign-in rosters	Training completed
6. All teachers will have training in suicide prevention.	Reading First Grant, Technology Budget, Title I, Part A	Principals	Aug 2009	Training schedule Sign-in rosters	Training completed
7. All teachers will have training in curriculum alignment vertically and horizontally.	Reading First Grant, Technology Budget, Title I, Part A	Superintendent, Assistant Superintendent	Aug, Oct, Dec 2009 Feb, Apr 2010	Training schedule Sign-in rosters	Training completed
Teachers will have training in technology.	Technology Budget	Technology Dir. Principals	Sep-Oct 2009	Training schedule Sign-in rosters	Training completed
All teachers will have training in first aid, CPR, and RtI.	Local Budget	Assist. Supt. Principals	Aug 2009	Training schedule Sign-in rosters	Training completed

Goal 3: The district will identify and ensure all gifted/talented students are provided service to reach their full potential.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Programs: Gifted and talented students are provided programs that provide them advances in their strengths and reaching their full potential.</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff				
1. Annually screen and place students in the G/T programs.	G/T Budget	Counselors	Aug-Nov 2009	Students screened	Students placed in an appropriate program
2. All students will be served in the classroom through an enriched curriculum with teachers trained in G/T practices.	G/T Budget	Principals	Aug 2009-May 2010	Students identified	Students placed in an appropriate program
3. Consider developing a G/T curriculum to address AP student needs.	G/T Budget	Assistant Superintendent	Aug 2009-May 2010	Committee appointed, meetings scheduled	Curriculum developed

Goal 4: Parents will be partners with educators in the education of their children at DeKalb ISD.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Communication: To improve parental involvement and communication between schools and parents.</p> <p>Activities:</p>	Teachers, Title Teachers, Staff, Campus Administrative Staff				
1. Encourage schoolwide parent attendance at assemblies and open house, meet the teacher night, back-to-school night.	District Budget	Principals	Aug 2009-May 2010	Communicate dates and times with parents	Attendance increased at these functions by 10%
2. Schoolwide discipline and academic conferences held with parents as needed.	District Budget	Principals	Aug 2009-May 2010	Conferences scheduled	Conferences completed, Improved academic performance
3. Parents will have input and be a part of the site based committees.	District Budget	Superintendent	Aug, Oct, Dec 2009 Feb, Apr 2010	Parents elected to serve	Parents participate in the SBDM Committees
4. Accelerated reading will be offered and parents encouraged to read with their child.	District Budget	Principals	Aug 2009-Jul 2010	Parents notified of opportunity to serve	Parents reading to their child
5. Teachers call parents when monitoring students' grades to inform parent of child's progress.	District Budget	Teachers	Aug 2009-May 2010	Parents called	Improved academic performance
6. Section 504 will be discussed in the student handbook.	District Budget	Principals	Aug-Sep 2009	Section 504 information in student handbook	Student handbooks distributed to parents
7. Counseling will be provided, if needed, for parents of special populations children.	District Budget	Superintendent, Counselors	Aug 2009-May 2010	Parents notified of this service	Parents scheduled to talk with counselors
8. Adult literacy classes will be held at night for people reading the English language.	District Budget	Principals	Sep 2009-Apr 2010	Classes scheduled	Parents participating

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. Reorganize the PTO.	District Budget	Principals Teachers	Aug-Sep 2009	Notices sent to parents	PTO reorganized and active
10. Low income parents encouraged to participate in school activities by providing: child care; snacks; and students involved in activities.	District Budget	Assistant Superintendent	Aug 2009-May 2010	Notices sent to parents	Improved parent participation
11. Encourage parents to participate in the Parent Involvement Conference at Mt. Pleasant H. S.	District Budget	Principals	Oct 2009	Notices sent to parents	Each school is represented by a parent(s) at the conference
12. Hold a book fair in conjunction with parent meetings.	District Budget	Principals	Aug 2009-May 2010	Notices sent to parents	Improved parent participation
13. Invite parents to participate in Track and Field Day.	District Budget	Principals	May 2010	Notices sent to parents	Improved parent participation
14. Invite parents to use the Grade Viewer	District Budget	Principals	Aug 2009-May 2010	Notices sent to parents	Improved parent participation
15. Establish both district and school websites.	District Budget	Technology Director	Aug-Sep 2009	Websites established	Improved parent participation
16. Erect a Marquee at each school to advertise parent involvement activities.	District Budget	Principals	Oct 2009	Marques erected	Improved parent participation
17. Use the local newspaper and newsletters to keep parents informed of district and school activities.	District Budget	Superintendent, Principals	Aug 2009-Jul 2010	Information provided to local newspaper and school editors	Improved parent participation

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
Strategy 2-Prekindergarten 3 & 4 Program: Activities:	Staff, District Administrative Staff, Campus Administrative Staff				
1. The district will offer a PK-3 program to children who qualify.	Pre-K Grant State Comp. Ed.	Superintendent, Elem. Principal	Aug 2009-May 2010	PK-3 program planned	Program implemented
2. The district will offer a PK-4 program to children who qualify.	Pre-K Grant State Comp. Ed.	Superintendent Elem. Principal	Aug 2009-May 2010	PK-4 program planned	Program implemented
3. The district will offer a full-day PK-4 program.	Pre-K Grant State Comp. Ed.	Elem. Principal	Aug 2009-May 2010	Full-day program planned	Program implemented
4. Coordinate with the Head Start Program by sending a teacher for half day of instruction.	Pre-K Grant State Comp. Ed.	Elem. Principal	Aug 2009-May 2010	Teacher sent to Head Start Program	Programs coordinated
5 .Provide orientation for preschool students entering public school for the first time to ensure a smooth transition.	Pre-K Grant State Comp. Ed.	Elem. Principal	Aug 2009	Orientation scheduled	New students assimilate into public school environment

Goal 5: The district will implement special education programs for students identified as having disabilities.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Initial evaluation: A team process will be used to determine whether a student has a disability and requires special education.</p> <p>Activities:</p>	District Coordinator				
1. RtI will be used to ensure that interventions have been considered and implemented prior to referral to special education.	Spec. Ed. Budget	Principals Teachers	Aug 2009-May 2010	Students tested	Students referred to appropriate program(s)
2. A full individual evaluation will be completed to determine if a disability exists.	Spec. Ed. Budget	Bowie County Coop	Aug 2009-May 2010	Evaluation performed	Students referred to appropriate program(s)

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2-Least restrictive environment (LRE): General education is considered first. LRE includes non-academic and extracurricular activities.</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff				
1. The district will concentrate on the LRE at all levels to reduce pull out programs for special assistance classes.	Spec. Ed. Budget	Superintendent	Aug 2009-May 2010	Students evaluated	Students referred to appropriate programs(s)
2. The district will offer various placement options to meet the needs of the students as determined by the ARD committee.	Spec. Ed. Budget	Superintendent, Assistant Superintendent, Principals	Aug 2009	Students evaluated	Students referred to appropriate programs(s)
3. Continue to involve students with disabilities in regular education classes whenever possible as determined by the ARD committee.	District Budget	Principals	Aug 2009	Students evaluated	Students referred to appropriate programs(s)

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 3-Related services: Related services are provided with needed and adequate personnel made available to provide the services</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff				
1. A licensed physical, OT, visually impaired specialist will be provided to students needing these services through the Western Bowie Coop. (WBCC)	Spec. Ed. Budget	Superintendent, WBCC	Aug 2009-May 2010	Students evaluated	Students referred to appropriate programs(s)
2. The district will provide transportation to students needing to be transported for special needs.	Spec. Ed. Budget	Superintendent, WBCC	Aug 2009-May 2010	Students evaluated	Students referred to appropriate programs(s)
3. Pregnant services will be provided for students needing these services by the homebound teacher.	Spec. Ed. Budget	Superintendent, Homebound Teacher	Aug 2009-May 2010	Students evaluated	Students referred to appropriate programs(s)
4. Related services will be provided to students needing these service by Western Bowie County Coop.	Spec. Ed. Budget	Superintendent, WBCC	Aug 2009-May 2010	Students evaluated	Students referred to appropriate programs(s)

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy4-Transition: Transition services will be provided to prepare special education students for further education, employment, and independent living.</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff				
1. Transition services shall begin not later than the first ARD to be in effect when the student turn 16, or younger if determined appropriate by the ARD committee.	Spec. Ed. Budget	Diagnostician, ARC Committee	Aug 2009-May 2010	Students evaluated	Transition services provided
2. Age appropriate assessments related to education/training, employment, and independent living will be given to students.	Spec. Ed. Budget	Counselors, Diagnostician, Spec. Ed. Teachers, Principals	As needed	Students evaluated	Students referred to appropriate programs(s)
3. Students strengths and needs will be identified and reviewed annually.	Spec. Ed. Budget	Teachers, Diagnostician, Principals	Annually during the school year	Students evaluated	Students referred to appropriate programs(s)
4. The ARD committee will develop a course of study that supports post secondary goals.	Spec. Ed. Budget	Teachers, Diagnostician, Counselors, Principals	Annually during the school year	Students evaluated	Students referred to appropriate programs(s)
5. The High School counselor will meet yearly with high school students to update the students' four year plan.	Spec. Ed. Budget	High School Counselor	Annually during the school year	Meetings held	Students' plans updated

Goal 6: To provide students with basic skills and knowledge necessary for continuing the students' education at the post secondary level or gain entry level employment.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy1-Work Placement: To provide training for work placement after high school.</p> <p>Activities:</p>	Teachers, District Coordinator, Campus Administrative Staff, Supplies				
1. The district will offer career and technology classes.	CTE Budget, Technology Budget	Superintendent, Assistant Superintendent	Aug 2009-May 2010	Classes available	Graduation rate
2. The district will provide computers and programs to upgrade and enhance learning.	CTE Budget, Technology Budget	Superintendent, Technology Coordinator	Aug 2009-May 2010	Classes and equipment available	Graduation rate
3. The district will provide staff development in career and technology.	CTE Budget, Technology Budget	Superintendent, Assistant Superintendent	Aug 2009 and Jul 2010	Training schedule	Certificates of completion

Goal 7: The district will maintain a challenging, positive, and safe environment.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy1-Student Behavior: Student behavior will continue to improve through enforcement of the school rules and guidelines.</p> <p>Activities:</p>	District Administrative Staff, Campus Administrative Staff				
1. The district will ensure the facilities are safe and adequate for all.	District Budget	Superintendent, Principals	Aug 2009-Jul 2010	Inspections carried out	Discrepancies corrected
2. The code of conduct will be reviewed annually by the district committee.	District Budget	Superintendent	Aug 2009 and Jul 2010	Committee meetings	Code of Conduct updated as needed
3. The district will develop a crisis intervention team.	District Budget	Superintendent	Aug 2009-Jul 2010	Members appointed	Crisis team appointed
4. Training for the crisis intervention team will be held within the district.	District Budget	Superintendent	Aug 2009 and Jul 2010	Training schedule	Crisis team trained
5. Peace officers will be employed for extra curricular activities.	District Budget	Superintendent	Aug 2009-May 2010	Peace officers employed	No incidents
6. The district will implement training procedures at the middle school and high school to address daring violence.	District Budget	Counselors	Aug 2009-May 2010	Training schedule	Training carried out
7. The district will ensure that all students are afforded the right to reasonable student expression.	District Budget	Superintendent, Principals	Aug 2009-May 2010	Student handbook	Student free to express themselves
8. All staff will enforce the Student Code of Conduct on a consistent basis.	District Budget	Superintendent, Principals, Teachers	Aug 2009-May 2010	Student Code of Conduct	Reduced number of incidents/referrals

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2-Safe and Drug Free: to teach students positive skills to enable them to be safe and drug free.</p> <p>Activities:</p>	District Coordinator, District Administrative Staff, Campus Administrative Staff				
1. The district will improve student health services and bring immunizations current.	District Budget	School Nurse Principals	Aug 2009-May 2010	Student health records	Immunizations current
2. The district will monitor the drug awareness programs.	District Budget Title IV Budget	Superintendent, Principals	Sep, Dec 2009 and Mar 2010	Monitoring carried out	Reduced number of referrals
3. The district will begin using the character counts program for all campuses.	District Budget Title IV Budget	Superintendent, Principals, Counselors	Oct, Nov 2009 and Mar 2010	Program implemented	Reduced number of referrals
4. The district will develop and implement an extra-curricular drug testing program for students involved in extra-curricular activities.	District Budget Title IV Budget	Superintendent, Principals	Aug, Oct, Dec 2009 May 2010	Program implemented	Reduced number of referrals
5. The district will conduct emergency drills for fire, tornadoes, etc.	District Budget Title IV Budget	Superintendent, Principals	Aug 2009-May 2010	Drills scheduled	Students/staff prepared for emergencies

Goal 8: The district will ensure that all teachers are highly qualified or in the process of becoming highly qualified.

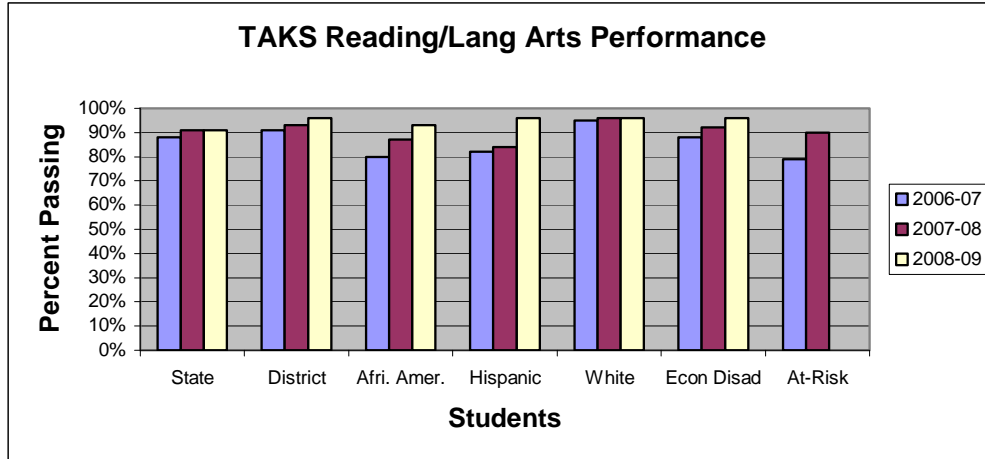
Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Highly Qualified Teachers: To provide that all teachers employed by the district meet the highly qualified requirements in accordance with the TEA.</p> <p>Activities:</p>	District Administrative Staff				
1. The district will actively recruit highly qualified teachers.	Title Budgets	Superintendent, Assistant Superintendent	Aug 2009-May 2010	Recruitment activities scheduled	All teacher meet the highly qualified requirements
2. The district will recruit and retain minority teachers.	Title Budgets	Superintendent, Assistant Superintendent	Aug 2009	Recruitment activities scheduled	Minority teachers are representative of minority students
3. The district will encourage teachers and support personnel to pursue classes of higher education to maintain current status on new ideas and techniques.	Title Budgets	Superintendent, Principals	Aug 2009	Teachers encouraged to participate in extra training	Teachers participate in extra training
4. The district will provide workshops and learning opportunities to teachers and support staff.	Title Budgets	Superintendent, Principals	Aug 2009	Workshops scheduled	Teachers participate in workshops
5. As the district employs support personnel they will have two years in which to become certified.	Title Budgets	Superintendent	Aug 2009	Recruitment activities scheduled	All paraprofessionals certified within two years of employment
6. The district will assess the needs of the teachers to meet the demands of education.	Title Budgets	Principals	Aug 2009	Surveys conducted, Training scheduled	Teachers' training needs met
7. The district will offer workshops based on the needs of teachers and support personnel.	Title Budgets	Superintendent, Assistant Superintendent	Aug, Dec 2009 and Mar, Jul 2010	Surveys conducted, Training scheduled	Teachers' training needs met

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
8. The district will hold a new teacher orientation for those new the district.	Title Budgets	Superintendent, Principals	Aug 2009	Orientation scheduled	New teachers assimilate into the district
9. The district will send paraprofessionals to certification workshops as the need arises.	Title Budgets	Assistant Superintendent	Aug 2009-Jul 2010	Paraprofessionals participate in training	All paraprofessionals certified within two years of employment
10. The district will ensure that no school have a large percentage or number of children from low income families or from minority backgrounds will be taught by teachers who are not highly qualified to the extent that teachers who are highly qualified will be transferred to these schools to ensure equity.	District Budget	Superintendent, Assistant Superintendent	Aug 2009-Jul 2010	Personnel records	Equity exists among the assignments of highly qualified teachers to the district's schools
11. The district will pay math, science, foreign language teachers a salary differential to recruit and retain those teachers.	District Budget	Board of Trustees	Aug 2009-May 2010	Salary schedule revised	Math, science, and foreign language teachers receive salary differential

Attachment A—AEIS Results

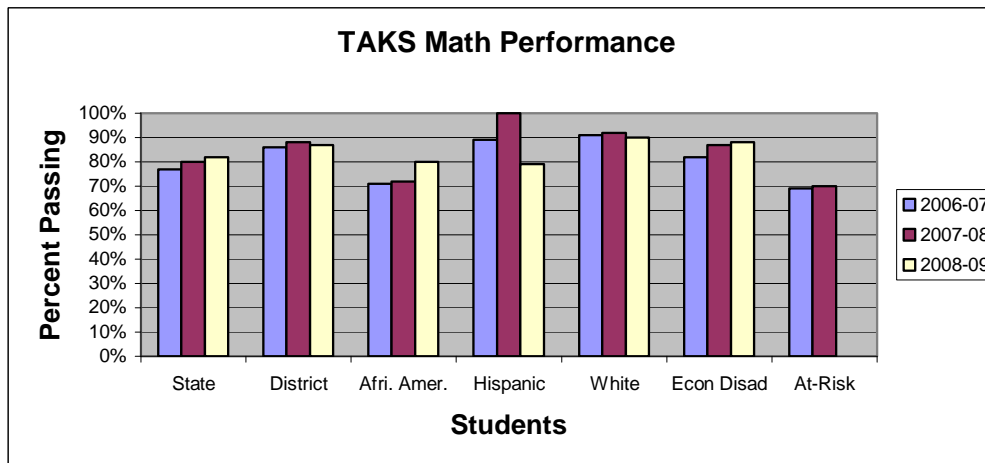
Reading/English Language Arts

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	88%	91%	80%	82%	95%	88%	79%
2007-08	91%	93%	87%	84%	96%	92%	90%
2008-09	91%	96%	93%	96%	96%	96%	NA



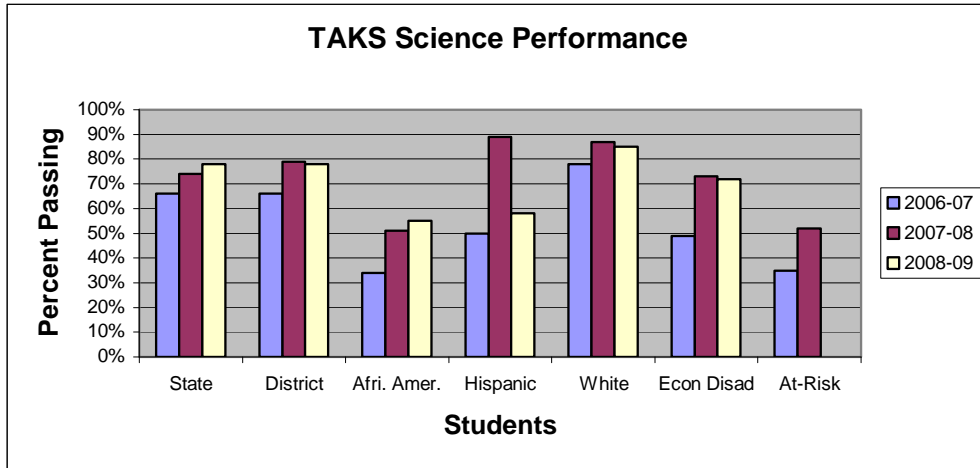
Math

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	77%	86%	71%	89%	91%	82%	69%
2007-08	80%	88%	72%	100%	92%	87%	70%
2008-09	82%	87%	80%	79%	90%	88%	NA



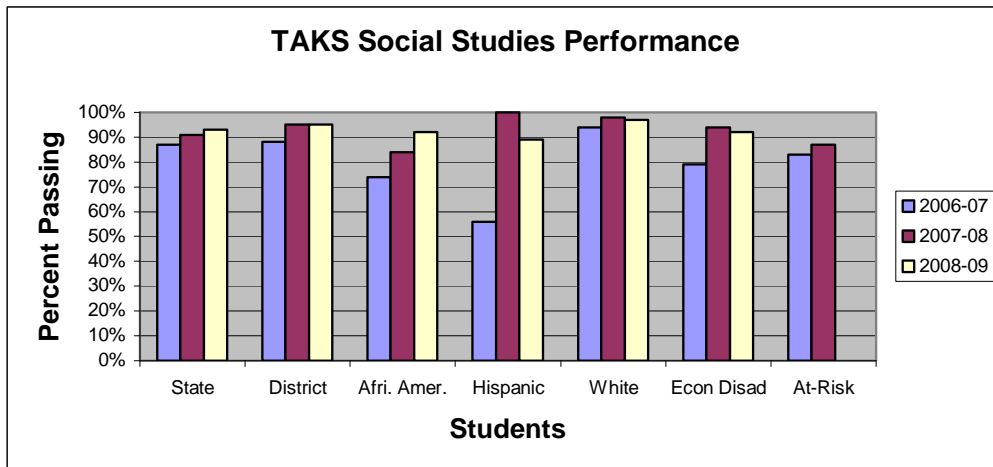
Science

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	66%	66%	34%	50%	78%	49%	35%
2007-08	74%	79%	51%	89%	87%	73%	52%
2008-09	78%	78%	55%	58%	85%	72%	NA



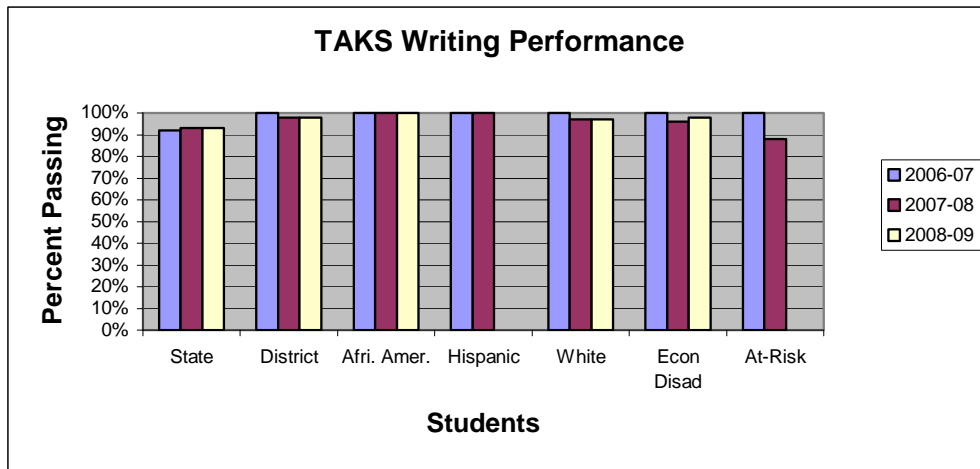
Social Studies

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	87%	88%	74%	56%	94%	79%	83%
2007-08	91%	95%	84%	100%	98%	94%	87%
2008-09	93%	95%	92%	89%	97%	92%	NA



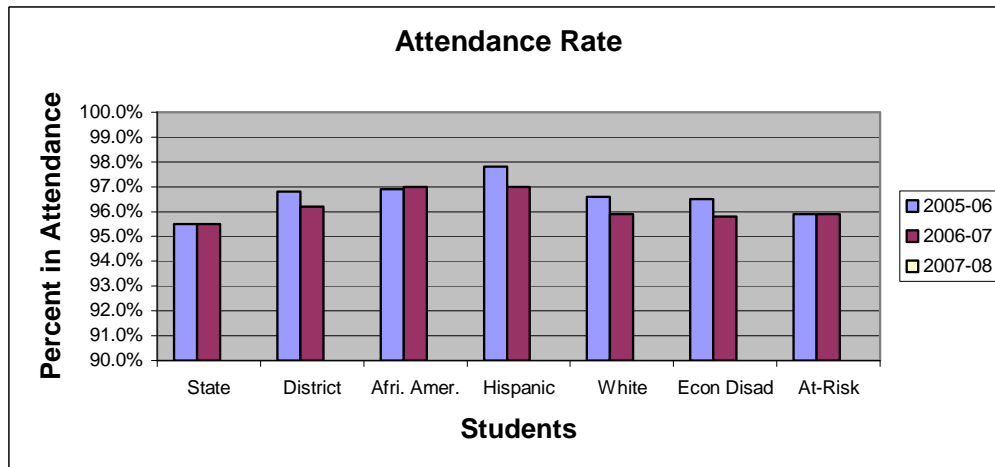
Writing

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	92%	100%	100%	100%	100%	100%	100%
2007-08	93%	98%	100%	100%	97%	96%	88%
2008-09	93%	98%	100%	*	97%	98%	NA



Attendance Rate

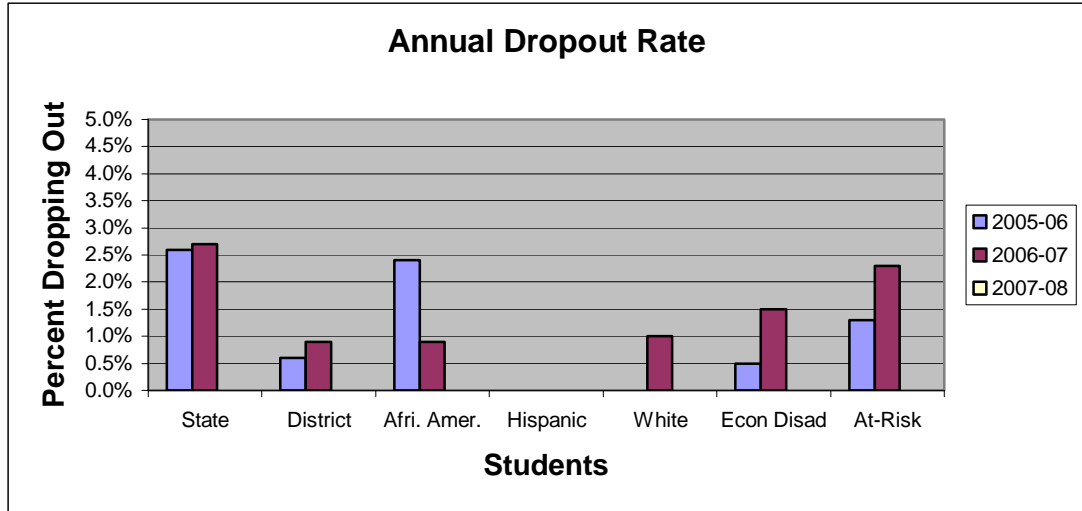
Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2005-06	95.5%	96.8%	96.9%	97.8%	96.6%	96.5%	95.9%
2006-07	95.5%	96.2%	97.0%	97.0%	95.9%	95.8%	95.9%
2007-08	NA	NA	NA	NA	NA	NA	NA



* Indicates that there were too few students in this category to generate a passing rate.

Annual Dropout Rate

Sch. Year	State	District	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2005-06	2.6%	0.6%	2.4%	0.0%	0.0%	0.5%	1.3%
2006-07	2.7%	0.9%	0.9%	0.0%	1.0%	1.5%	2.3%
2007-08	NA	NA	NA	NA	NA	NA	NA



Attachment B—Policies and Procedures

Special District Policies Relating to State Compensatory Education

The Paris Independent School District 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) 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 their teacher's recommendation will be entered into a program or service that best addresses their individual needs.
- 3) 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 their teacher(s).
- 4) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.
- 5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. The Paris Independent School District uses all SCE funds to supplement services beyond those offered through the regular education program, less 45 percent indirect costs and the 18 percent allowable to provide base services at the disciplinary alternative education program (DAEP).
- 6) According to the Texas Education Agency, a campus using SCE funds to support a Title I schoolwide program where the percentage of students from low income families is 40 percent or greater 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 full-time equivalents (FTEs) in the campus improvement plan; 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 schoolwide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I, Part A schoolwide program. Coordinating SCE funds on a schoolwide 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.

Discipline Management Policy

- 1) The district prohibits sexual harassment, dating violence, and harassment based on a person's race, color, gender, national origin, disability or religion.
- 2) Employees shall not tolerate harassment of students and shall make reports as required.
- 3) Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
 - a) A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
 - b) The conduct is so severe, persistent, or pervasive that it:
 - i) Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - ii) Creates an intimidating, threatening, hostile, or abusive educational environment.
- 4) Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.
- 5) Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating threatening , hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 6) Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.
- 7) Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
- 8) Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

- a) Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 9) Examples of prohibited harassment may include, but are not limited to, offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence Policy

- 1) Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.
- 2) Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.
- 3) For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance: or
 - c) Otherwise adversely affects the student's educational opportunities.

Attachment C—State Compensatory Education Budget and Full-Time Equivalents

<u>OBJECT</u>	<u>FTEs</u>	<u>Amount</u>
PAYROLL COSTS:		\$411,391
PURCHASED AND CONTRACTED SERVICES:		21,000
SUPPLIES AND MATERIALS:		4,500
OTHER EXPENSE:		3,000
CAPITAL OUTLAY:		_____
TOTAL BUDGET:		<u>\$439,891</u>

Attachment D—Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and DeKalb Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the DeKalb Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.