

**De Kalb Independent School District  
De Kalb Elementary School  
Campus Improvement Plan for  
School Year 2009-10**



**We are proud to be an Exemplary  
Campus!!!**

## Table of Contents

Table of Contents .....	2
District Site-Based Decision-Making Committee .....	3
Comprehensive Needs Assessment .....	4
Programs and Services .....	9
Attachment A—AEIS Results .....	33
Attachment B—Schoolwide Program Components .....	36
Attachment C—Policies and Procedures .....	37
Attachment D—State Compensatory Education Budget and Full-Time Equivalents .....	40
Attachment E—Assurances and Good Practices .....	41



# Comprehensive Needs Assessment

## INTRODUCTION:

The campus site-based decision-making committee met on November 10, 2009, to develop a comprehensive needs assessment of the De Kalb Elementary School in anticipation of developing the campus improvement plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the school 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 Elementary School 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, locally developed, teacher-made tests, and the professional opinion of the staff.

The demographics of students attending De Kalb Elementary School 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 El.	27.7%	8.0%	61.9%	2.4%	79.9%	5.2%	14.5%
State	14.3%	47.2%	34.8%	3.7%	55.3%	16.7%	48.4%
Difference	+13.4%	-39.2%	+27.1%	-1.3%	+24.6%	-11.5%	-33.9%

\*Source: Academic Excellence Indicator System (AEIS) for school year 2007-08.

The school'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 2007-08, the most recent data available at the time this report was developed. African American and White students exceed by significant percentages the State averages as do the percentages of children from low-income families. The latter category presents special challenges for the staff at De Kalb Elementary School as these students typically bring with them special needs that require supplemental programs and accelerated services. (See Table 1—Student Demographics above)

The school was rated “Exemplary” by the Texas Education Agency for school year 2008-09 after being rated as “Recognized” for school year 2007-08 and “Exemplary” for school year 2006-07. These ratings are based on the school's students' performance on the TAKS as well as the attendance rate. The school will strive to maintain its rating of exemplary during 2009-10.

### *Student Strengths*

Student performance on the TAKS Reading test soared on the spring 2009 administration with the campus as a whole passing at the rate of 98%. Other student groups also passed at very high rates, i.e., African-

American students at 95%, Hispanic students at 100%, White students at 98%, and economically disadvantaged at 97%. (See Appendix A—AEIS Results) The committee attributed the high passing rates to explicit teaching and tutorials that are offered during recess and after school. Transportation is also provided for those students participating in the after school tutorials.

The committee indicated that student discipline was very good attributed it to the school’s highly effective discipline plan. Discipline is applied on an equitable basis throughout the school. For the most part students are attentive and ready to work.

Attendance was very good at 96.7% exceeding the State rate by 1.2% for school year 2006-07, the most recent year for which data was available. The committee reported that high attendance was due to the effective incentive program currently in place. Students having 100% attendance are eligible for a drawing at the end of the school year for a bicycle. Other awards are also made during the school year to encourage students to maintain a high rate of attendance.

*Student Needs:*

While very good, students’ performance on the TAKS Math and Writing tests declined on the spring 2009 administrations. Perhaps this was partially due to additional emphasis placed on Reading during school year 2008-09 to bring those rates up after experiencing some significant declines on the spring 2008 administration for Reading. Thus, emphasis is indicated for Math and Writing in the coming school year but being careful to not deemphasize Reading.

While still very high, the passing rate on the Math test is beginning to reflect a trend of declining passing rates over the past three years. Again, emphasis is indicated for Math to reverse this trend and since students did least well on the Math test with only 89% passing with lower rates for African American and Hispanic students.

The attendance rate for school year 2006-07, the last year for which data was available, saw a decline of 0.5 percentage points. While the committee had no specific reason for the decline, it was noted that other school districts in the region had also realized a decline during school year 2006-07. The decrease was probably due to an ice storm or an outbreak of influenza since several districts in the area were affected.

**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 Elementary School 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 El.	4.6%	4.6%	90.9%	0.0%	36.1%	12.4 years
State	9.6%	21.4%	67.5%	1.5%	19.2%	7.4 years
Difference	-5.0%	-16.8%	+23.4%	-1.5%	+16.9%	+5.0 years

\*Source: Academic Excellence Indicator System (AEIS) for school year 2007-08.

### *Staff Strengths:*

The De Kalb Elementary School enjoys a staff of experienced teachers. During school year 2007-08, teachers in the over 20 year category made up 36.1% of the teaching staff at the school. This compared with the State average of 19.2% or almost seventeen percentage points greater at the school than for the State. The average years of experience for teachers in the district was 12.4 compared with the State at 7.4 years. These statistics are indicative of favorable working conditions that tend to draw and retain teachers. Students benefit from experienced teachers and teachers who are satisfied with their work and environment as they receive a quality education. (See Table 2—Teacher Demographics.)

All teachers at the De Kalb Elementary School meet 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.

The school enjoys the assistance of a large number of educational aides who assist teachers by working in small groups and/or on a one-on-one basis with students. Aides make up 23.7% of the staff at De Kalb Elementary compared to the State average of 9.9%. This additional assistance is warranted based on the very high percentage of students from low-income families who typically require additional assistance.

The committee opined that staff morale was very good. Teachers plan together and share successes as well as a concerns. New teachers at De Kalb Elementary enjoy support and a wonderful mentoring program that helps them acclimate to the culture at the school.

Staff is involved with the planning for professional development activities through the site-based decision-making committee. Professional development is adequate and addresses staff needs.

### *Staff Needs:*

The school has lost math and science teachers recently to near-by districts that pay higher salaries. The committee identified a need to pay math and science teachers a stipend over and above the district's pay schedule to keep them in the district.

There is a disparity in the percentage of minority staff verses the percentage of minority students at De Kalb Elementary. While minority students make up 38.1% of the student body, minority teachers represent only 9.2%. 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.

### **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:*

The committee felt that parent involvement was very good at the elementary school. There are many opportunities for parents to become involved with the education of their students both at the school and at home.

The Back-to-School Nights are always a huge success attracting a high percentage of the parents. This is an opportunity for the parents to get to know the teachers and the teachers to get to know the parents. There is also an Open House after the first six weeks during which parents pick up their student's report cards. Other opportunities for parents to participate include, but are not limited to, book fairs, the Fall Festival, and the Spring Fling.

Teachers regularly call parents to share student successes as well as concerns. Teachers maintain a log to document these contacts with parents. Teachers also send information home concerning special events. A folder is maintained for each student that includes information on student performance. Parents are required to sign-off on the folders indicating that they have read the information. Parents have access to Gradebook Viewer, a secure, online program, that provides information on student performance, attendance, and discipline.

Teachers meet students in the morning as parents drop them off as well as walking the students to the parents' waiting cars in the afternoon. These occasions offer additional opportunities for the teachers to contact and get to know parents.

The committee indicated that parents typically support the school by enforcing school policy and insuring that their students are completing homework assignments, are getting to school, and behaving in an acceptable manner, etc.

Although not funded by the school district, there is a GED program conducted in school facilities for members of the community who want to complete their GED. Parents are encouraged to participate if they did not complete high school or obtain a high school diploma.

*Parent Involvement Needs:*

Presently there is no parent-teacher organization at the school. The committee indicated a need to start such a program as a means of further involving parents in the education of their children.

*Community Involvement Strengths:*

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

Local businesses are very supportive of the school providing merchandise and cash for incentives and special projects. Parents and community members participate on the school's site-based decision-making committee.

The local newspaper is also supportive in helping to get information concerning the school out to the public.

*Community Involvement Needs:*

None were identified by the committee.

**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 building housing the Elementary School is basically sound, meets current codes, is well maintained by an outstanding janitorial crew, is adequately heated and cooled, and has adequate lighting. Generally, it is conducive to supporting the teaching-learning process for which it was designed.

Malfunctions are quickly addressed by the district's maintenance staff.

*Facilities Needs:*

The committee was in agreement that the school needs new playground equipment. The existing playground equipment is old and is in need of replacement.

Teachers requested additional storage space for supplies, materials and equipment.

## Programs and Services

**Goal 1: Students will be encouraged and challenged to meet their full educational potential. Students will meet state standards by demonstrating exemplary performance >90% in the areas of reading, math, and writing.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1-Reading:</b> To increase TAKS scores for all students and student groups in reading to greater than 90%.</p> <p><b>Activities:</b></p>	Teachers, Library, Reading First Coach, District Coordinator, Computers, Campus Administrative Staff				
1. TAKS scores and benchmark data will be disaggregated by grade and class by teaches to target concerns. (1)	District Budget	Grade Level Team	Sep 2009, Jan, Apr, Mar, and May 2010	Benchmarks	TAKS reading test
2. Use of Reading First Program in Grades K-3. Extend Reading First Strategies through 4 <sup>th</sup> grade. (2)	District Budget	Reading Coach	Aug 2009-May 2010	Benchmarks	TAKS reading test
3. Maintain and increase classroom guided reading materials. (2)	District Budget	Librarian	Oct-Dec 2009	Benchmarks	TAKS reading test
4. Alignment of reading curriculum will continue for K through 4 <sup>th</sup> grades using CSCOPE. (2)	District Budget	Principal Reading Coach	Sep-Oct and Dec 2009 Feb-Mar 2010	Benchmarks	TAKS reading test
5. Use classroom literacy centers. (2)	District Budget	Principal	Aug 2009-May 2010	Benchmarks	TAKS reading test
6. Maintain dyslexia program by identifying and testing of students. Screen struggling students with Irlen Overlay Testing. (1 & 9)	Spec. Ed. Budget	Spec. Ed. Teacher Librarian	Sep 2009-May 2010	Benchmarks	TAKS reading test
7. Provide CEI lab for reading to students in need. (9)	Spec. Ed. Budget	Spec. Ed. Teacher CEI Lab Aide	Aug 2009-May 2010	Benchmarks	TAKS reading test
8. Provide training in effective reading strategies for teachers. (4)	District Budget	Reading Coach	Aug 2009-May 2010	Benchmarks	TAKS reading test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. IEPs of special populations will be followed to maximize abilities. (9)	District Budget	Diagnostician	Aug 2009-May 2011	Benchmarks	TAKS reading test
10. Enrichment will be offered during the day in each grade level.	District Budget	Principal	Aug 2009-May 2010	Benchmarks	TAKS reading test
11. ELL students will be tested and placed on reading level. (1 & 9)	District Budget	ESL Teacher	Aug 2009- May 2010	Benchmarks	TAKS reading test
12. Library will have grade level reading alignments for grades K-4. (2)	District Budget	Librarian	Aug 2009- May 2010	Benchmarks	TAKS reading test
13. Reading intervention will be given to students based on TPRI and benchmark scores. (1 & 9)	District Budget	Interventionist	Aug 2009- May 2010	Benchmarks	TAKS reading test
14. Supplies for reading will be purchased for student success. (2)	District Budget	Reading Coach	Aug 2009- May 2010	Benchmarks	TAKS reading test
15. Voyager reading will be used in K thru 3 <sup>rd</sup> grade to align the reading program. (2)	District Budget	Reading Coach	Aug 2009- May 2010	Benchmarks	TAKS reading test
16. Reading First will be used in K thru 3 <sup>rd</sup> grade to optimize reading abilities. (2)	District Budget	Principal	Oct 2009-May 2010	Benchmarks	TAKS reading test
17. Education City will be used in K thru 2 <sup>nd</sup> grade to optimize reading abilities. (2)	District Budget	Teachers	Aug 2009- May 2010	Benchmarks	TAKS reading test
18. Study Island will be used in 2n thru 4 grades to optimize reading abilities (2)	District Budget	Teachers	Aug 2009- May 2010	Benchmarks	TAKS reading test
19. Purchase license for Tumble Books software to enhance reading. (2)	District Budget	Teachers	Aug 2009- May 2010	Benchmarks	TAKS reading test
20. Reading intervention will be used daily for students in need as assessed on progress monitoring testing. (9)	District Budget	Interventionist	Aug 2009-May 2010	Benchmarks	TAKS reading test
21. Provide instructional supplies and materials to teachers. (2)	District Budget	Principal	Aug 2009-May 2010	Benchmarks	TAKS reading test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
22. Provide program information, school/parent compact, and TAKS data in home language. (6)	District Budget	Principal	Aug 2009-Jul 2010	Benchmarks	TAKS reading test
23. Provide library books for elementary library. (2)	District Budget	Librarian	Aug 2009-May 2010	Benchmarks	TAKS reading test
24. Use science vocabulary at all grade levels through CSCOPE. (2)	District Budget	Teachers	Aug 2009-May 2010	Benchmarks	TAKS science test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 2-Math:</b> To increase TAKS scores for all students and student groups in math to greater than 90%.</p> <p><b>Activities:</b></p>	Teachers, Staff, Library, Computers, Campus Administrative Staff				
1. TAKS scores and benchmark data will be disaggregated by grade and class by teachers. (1)	District Budget	Grade Level Team	Sep 2009, Jan and Mar 2010	Benchmark test	TAKS math test
2. Review math curriculum. Use of Region 8 consultant to improve the 2 <sup>nd</sup> to 3 <sup>rd</sup> grade math program. Use of Region 8 consultant to improve use of CSCOPE material. (2)	District Budget	Assistant Superintendent, Principal	Sep-Dec 2009	Benchmark test	TAKS math test
3. Alignment of the math program horizontally and vertically. (2)	District Budget	Principal	Aug, Oct, Dec 2009 and Mar, May 2010	Benchmark test	TAKS math test
4. IEPs of special populations will be followed to maximize abilities. (9)	District Budget	Diagnostician	Aug 2009-May 2010	Benchmark test	TAKS math test
5. Enrichment will be offered during the day to students in each grade level. (9)	District Budget	Principal	Aug 2009-May 2010	Benchmark test	TAKS math test
6. Purchase of math supplies to ensure success of students. (2)	District Budget	Math Teachers	Aug 2009-May 2010	Benchmark test	TAKS math test
7. Provide CEI math to students in need. (9)	District Budget	Principal	Aug 2009-May 2010	Benchmark test	TAKS math test
8. After school tutorials will be offered to students identified as being at-risk in math. (9)	District Budget	Principal Math Teachers	Oct 2009-Apr 2010	Benchmark test	TAKS math test
9. Provide an extended year math program for students identified as being at risk in math. (9)	District Budget	Teachers	Jun Jul 2010	Benchmark test	TAKS math test
10. Use science vocabulary at all grade levels through CSCOPE. (2)	District Budget	Teachers	Aug 2009-May 2010	Benchmarks	TAKS science test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 3-Writing:</b> To maintain TAKS writing scores for all students and student subgroups to greater than 90% with special emphasis on Hispanic and economically disadvantaged students.</p> <p><b>Activities:</b></p>	Teachers, Staff, Library, Computers, Campus Administrative Staff				
1. TAKS scores and benchmark data will be disaggregated by grade and class by teachers. (1)	District Budget	Grade Level Team	Sep 2009, Jan-Mar 2010	Benchmark test	TAKS Writing test
2. Alignment of the writing curriculum using the CSCOPE material. (2)	District Budget	Principal	Aug, Oct, Dec 2009 Feb 2010	Benchmark test	TAKS Writing test
3. After school tutorials will be offered to students identified as at risk in need of assistance in writing. (9)	District Budget	Principal, Teacher	Oct 2009-Feb 2010	Benchmark test	TAKS Writing test
4. A needs assessment will be conducted so teachers can identify materials needed for student writing. (1 & 2)	District Budget	Principal	Aug 2009 and May 2010	Benchmark test	TAKS Writing test
5. Align TEKS and language arts curriculum to address learning styles and improve writing skills. (2)	District Budget	Principal	Aug 2009-May 2010	Benchmark test	TAKS Writing test
6. Use science and social studies skills to emphasize writing. (2)	District Budget	Teachers	Aug 2009	Benchmark test	TAKS Writing test
7. Writing supplies will be purchased to help students succeed/ (2)	District Budget	Teachers	Aug 2009	Benchmark test	TAKS Writing test
8. Use science vocabulary at all grade levels through CSCOPE. (2)	District Budget	Teachers	Aug 2009-May 2010	Benchmarks	TAKS science test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 4-Coordination of Federal, State, and Local Services and Programs:</b> To ensure that all resources available to the school are appropriately used in accordance with applicable statutes, regulations, and policies.</p> <p><b>Activities:</b></p>	District Administrative Staff, Campus Administrative Staff				
1. All resources will be coordinated to achieve the maximum benefit to meet the needs of all students in accordance with implementing statutes, regulations and policies. (10)	All Funding Sources	Principal	Aug 2009-Jul 2010	Independent audit, internal controls	Maximum benefit from all resources achieved, Students demonstrate exemplary performance

**Goal 2: Students will be encouraged and challenged to meet their full educational potential. Students will meet state standards by demonstrating exemplary performance by passing the TAKS tests at a rate of greater than 90%.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1-Attendance:</b> To maintain at attendance rate of 95% or greater.</p> <p><b>Activities:</b></p>	Staff, Parent Support, Central Office, Campus Administrative Staff				
1. Use a comprehensive program for identification and enhanced learning for at-risk PK3 thru 4 <sup>th</sup> grade students using the compensatory guidelines. (1 & 9).	State Comp. Ed.	Principal	Aug 2009-May 2010	Attendance records	AEIS Report
2. Offer a full day PK4 program and a full day PK3 program. (9)	State Comp. Ed.	Principal	Oct 2009	Attendance records	AEIS Report
3. Use ISS and alternative school provided in setting on campus for placement of disruptive students in grades K thru 6.	State Comp. Ed.	Principal	Aug 2009-May 2010	Attendance records	AEIS Report
4. Monitor daily attendance and utilize state and local policies to ensure attendance. (2)	State Comp. Ed.	Principal	Oct 2009-Jul 2010	Attendance records	AEIS Report
5. Award rewards for perfect attendance each 6 weeks. (2)	State Comp. Ed.	Principal	Oct, Nov 2009 Jan, Feb, Apr, May 2010	Attendance records	AEIS Report
6. Send letters to parents when student misses 4 days in 3 week period and 10 day in a semester. (2)	State Comp. Ed.	Principal	Sep 2009-May 2010	Attendance records	AEIS Report
7. Telephone call to parent when a student misses a day. (2)	State Comp. Ed.	Principal	Oct 2009	Attendance records	AEIS Report
8. Perfect attendance will be recognized at the end of the school year. (2)	State Comp. Ed.	Principal	May 2010	Attendance records	AEIS Report

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 2-Dyslexia:</b> Provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.</p> <p><b>Activities:</b></p>	Teachers, Supplies, Staff. Library, Computers, Campus Administrative Staff				
1. Provide for the identification, evaluation, and placement of students with dyslexia. (9)	District Budget Title I, Part A	Principal Spec. Ed. Teacher	Oct 2009-Jul 2010	Benchmark	TAKS reading test
2. Use the CEI program for students with dyslexia. (9)	District Budget Title I, Part A	Spec. Ed. Teacher CEI Lab Aide	Oct 2009-Jul 2010	Benchmark	TAKS reading test
3. The campus will use a pull out program for dyslexia students. (9)	District Budget Title I, Part A	Spec. Ed. Teacher	Aug 2009-Jul 2010	Benchmark	TAKS reading test
4. The campus will use a consultant for testing. (1)	District Budget Title I, Part A	Dyslexia Consultant	As needed	Benchmark	TAKS reading test

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 3-English as a Second Language (ESL):</b> English language learner (ELL) students will increase academic performance to above 80%.</p> <p><b>Activities:</b></p>	District Staff				
1. Identify ELL students. (1)	District Budget Bilingual Budget	ESL Teacher	Aug-Oct 2009 Jun-Jul 2010	Benchmarks	Pass TAKS tests
2. Provide enrichment for students needing ESL services. (9)	District Budget Bilingual Budget	ESL Teacher	Aug 2009-May 2010	Benchmarks	Pass TAKS tests
3. Use a pull out program for students needing ESL services. (9)	District Budget Bilingual Budget	ESL Teacher	Aug 2009-May 2010	Benchmarks	Pass TAKS tests
4. Offer extended year and summer school in the summer for students qualifying for service. (9)	District Budget Bilingual Budget	Principal	May-Jul 2010	Benchmarks	Pass TAKS tests

**Goal 3: A well balanced and appropriate curriculum will be provided to all students.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1- G/T Professional Development:</b> All teachers will receive G/T training.</p> <p><b>Activities:</b></p>	District Staff				
1. All teachers will receive curriculum training for gifted and talented students. (4)	District Budget G/T Budget	David Manley	Aug-Sep 2009	Training schedule	Teachers trained
2. All teachers will receive 30 hours of training in G/T. (4)	District Budget G/T Budget	David Manley	Aug-Sep 2009	Training schedule	Teachers trained
3. All teachers will attend 6 hours of G/T updates. (4)	District Budget G/T Budget	David Manley	Aug-Sep 2009	Training schedule	Teachers trained

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 2 - Professional Development:</b> Professional development will be provided to all teachers.</p> <p><b>Activities:</b></p>	District Staff, Campus Administrative Staff				
1. All teachers will attend training in effective teaching practices. (4)	District Budget Title Budgets	Principal	Oct 2009-Jul 2010	Training schedule	Teachers trained
2. All teachers will have training in crisis prevention. (4)	District Budget Title Budgets	Principal	Oct 2009	Training schedule	Teachers trained
3. Training will include TEKS incorporation. (4)	District Budget Title Budgets	Principal	Sep 2009-Jul 2010	Training schedule	Teachers trained
4. Teachers will attend workshops in writing, reading, math, and science in utilizing effective teaching techniques. (4)	District Budget Title Budgets	Principal	Oct 2009-Jul 2010	Training schedule	Teachers trained
5. Teachers will attend workshops in conflict resolution, discipline management, technology, and CPR. (4)	District Budget Title Budgets	Principal	Oct 2009	Training schedule	Teachers trained
6. Staff will be encouraged and permitted to attend professional development activities that correspond to the expertise. (4)	District Budget Title Budgets	Curriculum Coordinator	Aug 2009-May 2010	Training schedule	Teachers trained
7. Substitutes will be provided to allow teachers to participate in grade-level/department meetings. (4)	District Budget Title Budgets	Curriculum Coordinator	Aug 2009-May 2010	Training schedule	Teachers trained

**Goal: 4 To identify and ensure all G/T students are provided services to reach their full educational potential.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1 –Gifted and Talented:</b>            Gifted and talented students are provided programs that provide them advances in their strengths and potential.</p> <p><b>Activities:</b></p>	District Staff				
1. Annually screening and place identified students in G/T programs. (1)	District Budget	Counselor	Oct 2009 Feb 2010	Daily work	Students meet required product
2. Elementary students served in regular classrooms by teachers having G/T training. (9)	District Budget	Principal	Sep 2009-May 2010	Daily work	Students meet required product
3. Implement a pull out program for 3 <sup>rd</sup> and 4 <sup>th</sup> grade G/T students. (9)	District Budget	Teacher	Sep 2009-May 2010	Daily work	Students meet required product

**Goal: 5 Parents will be partners with educators in the education of their children at KeKalb Elementary.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1 –Parent Involvement:</b> To improve parental involvement and communication between schools and parents.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administration, Campus Administration				
1. Encourage schoolwide attendance at assemblies, Meet the Teacher Night and Open House. (6)	District Budget	Principal	Aug, Oct, Dec 2009 May 2010	Event schedule Parent sign-in sheets	Improved parent attendance at school events
2. Schoolwide discipline and academic conferences held with parents as needed. (6)	District Budget	Principal	Aug 2009-May 2010	Conference notifications	Improved parent attendance at conferences
3. Parents will have input to the site-based committee for the campus. (6)	District Budget	Principal	Nov 2009, Jan, Mar, May, Jul 2010	Parents elected to serve on committee	Parents participate in committee proceedings
4. Accelerated Reading will be offered to K-4 grades and the parents will be encouraged to read with their children. (6 & 9)	District Budget	Principal	Aug 2009-Jul 2010	Parents notified and encouraged to read with their children	Improved participation of parents participating in the Accelerated Reading program
5. Teachers will call or send notes to parents when monitoring students' grades to inform the parent of the child's progress. Will make contact with every student once a semester. (6)	District Budget	Principal	Oct 2009-Jul 2010	Teachers monitor students' progress	Parents notified of child's progress at least once a semester
6. Counseling provided to parents of special populations students. (6)	District Budget	Counselor	Aug 2009-Jul 2010	As needed	Counseling provided to parents
7. Implement a parent-teacher organization (PTO). (6)	No funds required	Principal	Aug –Sep 2009	Parents notified	PTO active
8. Attend parent involvement conference at Mount Pleasant H.S. (6)	District Budget	Principal Teachers	Per schedule	Conference schedule	Staff attends conference
9. Review parent involvement policy annually. (6)	District Budget	Principal Parents	Sep 2009	Meeting schedule	Policy reviewed and amended as necessary

**Goal 6: The campus will monitor the number of special education students and TAKS exemptions by reducing referral by employing the following strategies.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1 –Initial Evaluation:</b> A team process will be used to determine whether a student has a disability and requires special education.</p> <p><b>Activities:</b></p>	District Staff, Computers				
1. The campus intervention team evaluates the student for referral to the program. (1)	Spec. Ed. Budget	Counselor Behavior Specialist	Oct 2009-May 2010	Students evaluated	Students referred to appropriate program/ services
2. Diagnostician will test the student to assess if a disability exists. (1)	Spec. Ed. Budget	Diagnostician	Oct 2009-May 2010	Students tested	Students referred to appropriate program/ services

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 2 –Least Restrictive Environment (LRE):</b> General education is considered first. LRE includes non-academic and extracurricular activities.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administrative Staff, Campus Administrative Staff				
1. Concentrate on LRE at all levels to reduce pull out for assistance class. Implement inclusion practices following LRE considerations. (9)	Spec. Ed. Budget	Diagnostician	Sep 2009-May 2010	Students evaluated	Students referred to appropriate program/ services
2. Continue to involve disadvantage and non-disadvantaged students in general classes as determined by the ARD. (9)	Spec. Ed. Budget	Principal	Sep 2009-May 2010	Students evaluated	Students referred to appropriate program/ services
3. Students with disabilities are educated in the LRE. (9)	Spec. Ed. Budget	Diagnostician	Sep 2009	Students evaluated	Students referred to appropriate program/ services
4. Speech will be provided to students who qualify. (9)	Spec. Ed. Budget	Speech Therapist	Sep 2009	Students evaluated	Students referred to appropriate program/ services

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 3 –Re-evaluation:</b> To determine whether a student is still eligible for special education services.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administrative Staff, Campus Administrative Staff				
1. The re-evaluation of each child is conducted if conditions warrant or if the child’s parents or teachers request a re-evaluation. Re-evaluations will occur at least once every three months. (1)	Spec. Ed. Budget	Diagnostician	Oct 2009	None	Re-evaluations occur at least every three months
2. Referral paperwork is completed through the campus intervention team. (1)	Spec. Ed. Budget	Principal	Oct 2009	None	Paperwork is completed
3. Each re-evaluation and initial assessment of an ELL will include a test of language dominance to ensure the child is tested in his/her home language. (1)	Spec. Ed. Budget	Diagnostician	Oct 2009	None	Language of dominance is determined and the child is tested in his/her home language

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 4 –Related Services:</b> Related services are provided when needed and adequate personnel make available to provide the services.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administrative Staff, Campus Administrative Staff				
1. Physical therapy, occupational therapy, and visual services are provided by a licensed therapist. (9)	Spec. Ed. Budget	Spec. Ed. Coop.	Oct 2009	Students evaluated	Students referred to appropriate program/ services
2. Increase the realm of related services to include counseling and transportation. (9)	Spec. Ed. Budget	Principal	Oct 2009	Spec. Ed. services increased	Students referred to appropriate program/ services
3. School health services are provided to students when indicated. (9)	Spec. Ed. Budget	School Nurse	Aug 2009-May 2010	School health services available	Students referred to appropriate program/ services
4. Students who require related services receive the type and amount necessary to assist the child to benefit from special education services. (9)	Spec. Ed. Budget	Principal	Aug 2009	Students evaluated	Students referred to appropriate program/ services
5. Provide behavior interventionist to provide support to special education students who exhibit frequent behavior or academic problems. (9)	Spec. Ed. Budget	Principal	Aug 2009	Students evaluated	Students referred to appropriate program/ services

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 5 –Transition:</b> A course of study is planned for each student. It is written and incorporated into the student’s IEP.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administrative Staff, Campus Administrative Staff				
1. Students will begin transition planning as needed before age 14. (7)	Spec. Ed. Budget	Diagnostician	Oct 2009	Students identified	IEP (Transition plan developed)
2. Special education students will be given an aptitude test before the age of 14. (1)	Spec. Ed. Budget	Counselor	Oct 2009	Students tested	IEP (Transition plan developed)

**Goal 7: To provide students with the opportunity to develop technological skills that they can use throughout their lives.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1 –Computer Technology:</b> To offer computer technology through computer lab.</p> <p><b>Activities:</b></p>	District Staff, District Coordinator, Computers, Campus Administrative Staff				
<p>1. Offer computer lab using the Classworks Program for TAKS remediation and A+ Program and TAKS Study Island for TAKS Practice for grades 2-4. Grades K-2 use Classworks, Education City, Brain Child, and Starfall for TEKS Practice. (2)</p>	Technology Budget	Principal	Sep 2009-May 2010	Benchmarks	Mastery of TEKS Pass TAKS tests
<p>2. Upgrade hardware and software to enhance learning. (2)</p>	Technology Budget	Technology Coordinator	Oct 2009	Survey of hardware and software needs	Upgrades operational

**Goal 8: The campus will maintain a challenging, positive, and safe environment.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1 –Student Behavior:</b> Student behavior will continue to improve through school rules being consistently enforced by the teachers and principal.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, Campus Administrative Staff				
1. Discipline management guidelines and student code of conduct reviewed annually by the site-based decision-making committee.	District Budget	Principal	Sep 2009	Meeting scheduled to review student code of conduct	Review completed and amended as appropriate
2. Teachers and principal will use discipline referral forms for student behavior.	District Budget	Principal	Sep 2009-May 2010	Discipline referrals	Reduced number of discipline referrals
3. Use ISS and alternative school to maintain discipline and for students with behavior problems.	District Budget	Principal	Sep 2009-May 2010	Discipline referrals	Reduced number of discipline referrals
4. Use periodic safety inspections of the playground equipment and school grounds.	District Budget	Principal, Director of Maintenance	Aug, Oct, Dec 2009 Feb, Apr, Jun 2010	Inspections conducted	Corrective action taken as determined during inspections
5. Improve health services for immunizations.	District Budget	Counselor	Oct 2009	Immunizations scheduled	Immunizations given
6. Implement a drug awareness program and continue Red Ribbon Week.	District Budget	Principal	Oct 2009	Programs implemented	Reduced number of referrals for drug/alcohol violations
7. Hold fire and tornado drills.	District Budget	Principal	Aug 2009-May 2010	Drills conducted	Students and staff prepared for emergencies
8. Use the behavior interventionist to reduce referrals to special education and behavior referrals.	District Budget	Behavior Interventionist	Aug 2009-May 2010	Students evaluated	Number of referrals to special education reduced

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 2 –Safe and Drug-Free:</b> To teach students positive skills to enable them to be safe and drug-free through various activities.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administration Staff, Campus Administrative Staff				
1. Observe fire prevention and Red Ribbon weeks.	Title IV	Principal	Oct 2009	Programs implemented	Reduced number of referrals for drug/ alcohol violations
2. Use Character Counts Program	Title IV	Principal	Oct 2009-May 2010	Program implemented	Reduced number of referrals for drug/ alcohol violations
3. Conduct emergency safety drills.	District Budget	Principal	Oct-Dec 2009, Feb-Mar 2010	Drills conducted	Students and staff prepared for emergencies
4. Purchased security cameras to monitor facilities.	District Budget	Principal Technology Coord.	Ongoing	Cameras in place	Facilities secure
5. Implemented Aim for Success, an abstinence program.	Title IV	Counselor	Ongoing	Program implemented	Reduced number of referrals for drug/ alcohol violations
6. Upgraded fire alarm system.	District Budget	Principal	Ongoing	System upgraded	Facilities safer

**Goal 9: The campus will provide transition services to children entering school.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1–Pre-K Program:</b> The campus will offer a full day Pre-K 3 program to qualifying students.</p> <p><b>Activities:</b></p>	Parent Support, District Staff, District Administration Staff, Central Office				
1. PK-3 and PK-4 will be offered to children who qualify for these services. (9)	Pre-K Grant District Budget	Principal	Sep 2009-Mar 2010	PK-3 and PK-4 Programs	PK-3 and PK-4 Programs implemented
2. PK-3 will be for a full day and PK-4 will be for a full day. (9)	Pre-K Grant District Budget	Principal	Aug 2009-May 2010	PK-3 and PK-4 Programs	PK-3 and PK-4 Programs held for full day
3. PK students will be dismissed at 2:30 P.M.	Pre-K Grant District Budget	Principal	Aug 2009-May 2010	Daily schedule	Students dismissed at 2:30 P.M.
4. The campus will enter into a partnership with the Head Start Program. (9)	Pre-K Grant District Budget	Principal	Sep 2009	Partnership agreement	Agreement signed and implemented
5. A PK and Kindergarten Round-up will be held each year. (7)	Pre-K Grant District Budget	Principal	May 2010	PK and K Roundup conducted	PK and K students recruited
6. A meet the teacher orientation will be held each year to facilitate the transition from preschool to public school. (7)	Pre-K Grant District Budget	Principal	Aug 2009	Orientation scheduled	Students transition from preschool to public school.
7. Aides will be provided in PK-3 and PK-4 classes to work with students in need. (9)	Pre-K Grant District Budget	Principal	Sep 2009-May 2010	Aides provided in PK-3 and PK-4 classes	Student performance improved

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
8. PK-3 and PK-4 teachers will attend workshops with the Head Start teacher. Also, we will meet once a month to write lesson plans and plan activities as part of the PK Expansion Grant. DeKalb ISD will send a PK teacher to Head Start from 8:00-12:00 daily for instruction. (9)	Pre-K Grant District Budget	Principal Teachers Head Start Teacher	Sep 2009-May 2010	Training schedule	PK-3, PK-4, and Head Start teachers trained
9. Letters of notification are sent home with all students. (6)	District Budget	Principal	May 2010	Letters sent to parents	PK-3 and PK-4 students recruited
10. Article published in the local newspaper, notice posted in local businesses. (6)	District Budget	Principal	May 2010	Article published and posted	PK-3 and PK-4 students recruited
11. PK Roundup will be held in March or April for 3 and 4 year olds. PK Roundup held at beginning of school in August. (2 & 6)	District Budget	Principal	Aug 2009, Mar, Apr 2010	PK-3 and PK-4 Roundup conducted	PK-3 and PK-4 students recruited

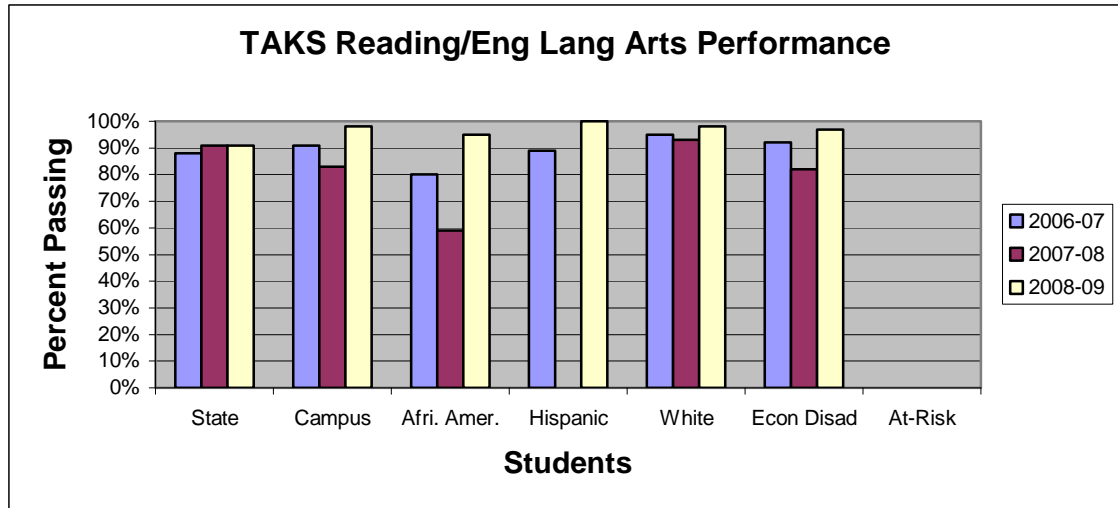
**Goal 10: The campus will ensure that all teachers are certified and meet the “Highly Qualified” teacher requirements.**

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p><b>Strategy 1–Highly Qualified, Certified Teachers:</b> To provide teachers that hare highly qualified and certified to teach students.</p> <p><b>Activities:</b></p>	District Administration Staff				
1. Teacher are certified I the area(s) of instruction to which they are assigned. (3)	District Budget	Principal	Aug 2009	Personnel records	Certification requirements met
2. Teachers are encouraged to attend classes to upgrade and improve academic skills and expertise. (3)	District Budget	Principal	Oct 2009	Personnel records	Teachers skills and expertise improved
3. Paraprofessionals are encouraged to attend classes to achieve an associate degree or have completed two years of higher education. (3)	District Budget	Principal	Oct 2009	Personnel records	All paraprofessionals have an associate degree or two years of higher education
4. Teachers and paraprofessionals will meet the criteria for highly qualified as required in the No Child Left Behind (P.L. 107-110, Section 1119) (3)	District Budget	Principal	Oct 2009	Personnel records	Highly qualified requirements met
5. The district will recruit and strive to retain minority teachers. (3)	District Budget	Principal	Apr-Jul 2010	Personnel records	Proportion of minority teachers equivalent to that of minority students
6. Teachers will be included when making decisions concerning the use of academic assessment instruments. (8)	District Budget	Principal SBDM Committee	Aug 2009-Jul 2010	SBDM committee meetings	Teachers involved in the selection of academic assessments
7. Competitive salaries and benefits will be paid to staff. (5)	District Budget	Superintendent Principal	Aug 2009-May 2010	Salary schedule	High quality staff recruited and retained

# Attachment A—AEIS Results

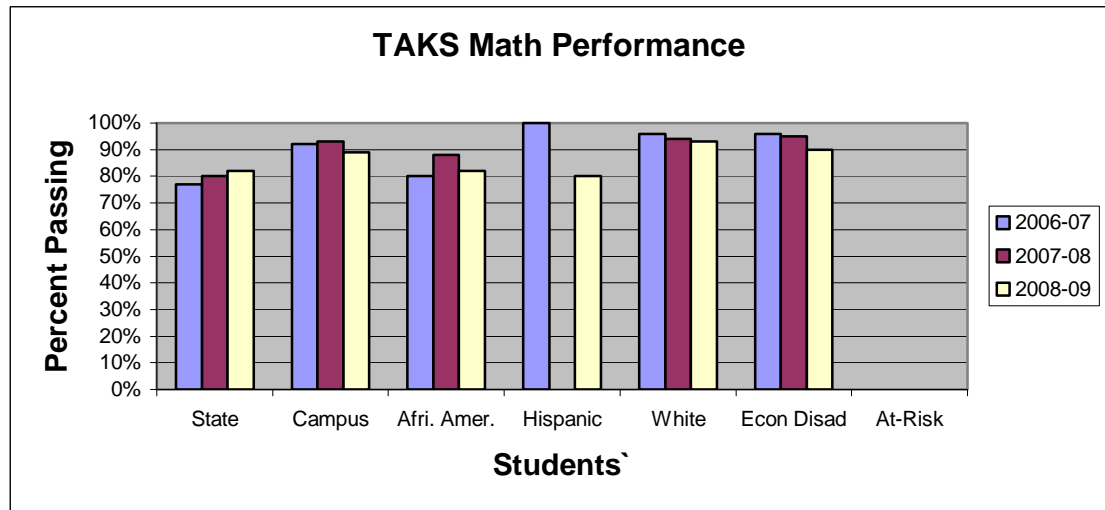
## Reading/English Language Arts

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	88%	91%	80%	89%	95%	92%	NA
2007-08	91%	83%	59%	*	93%	82%	NA
2008-09	91%	98%	95%	100%	98%	97%	NA



## Math

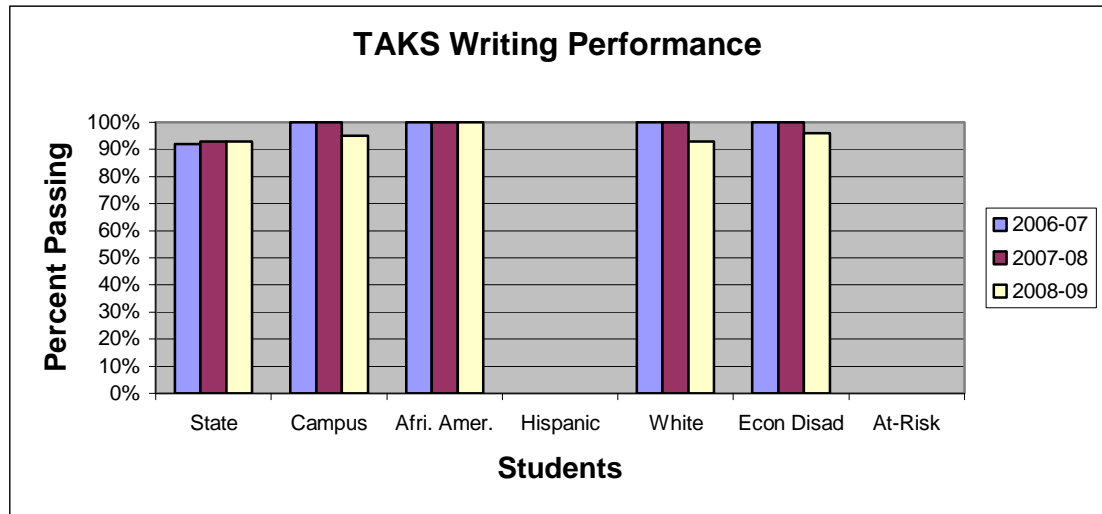
Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	77%	92%	80%	100%	96%	96%	NA
2007-08	80%	93%	88%	*	94%	95%	NA
2008-09	82%	89%	82%	80%	93%	90%	NA



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

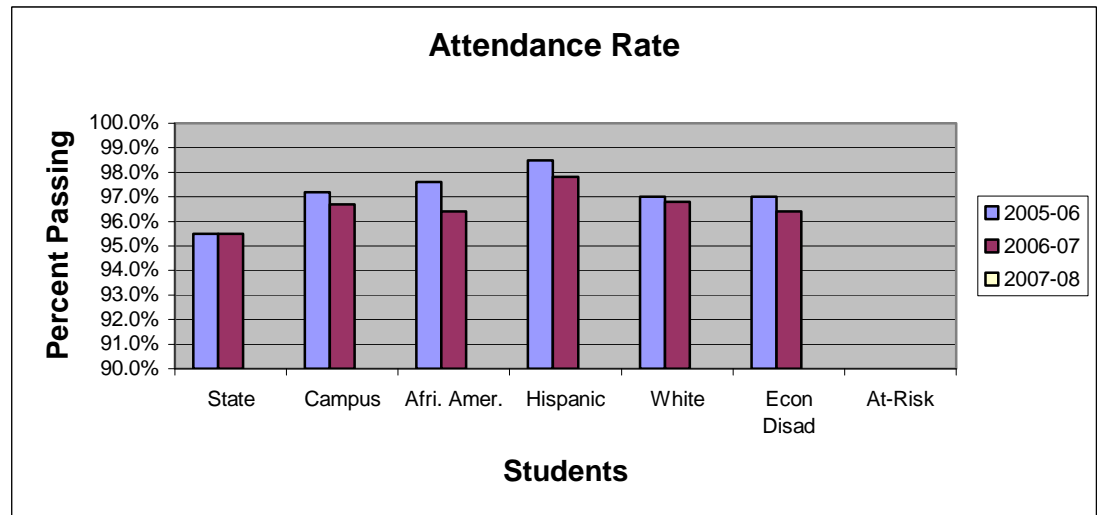
### Writing

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	92%	100%	100%	*	100%	100%	NA
2007-08	93%	100%	100%	*	100%	100%	NA
2008-09	93%	95%	100%	*	93%	96%	NA



### Attendance Rate

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2005-06	95.5%	97.2%	97.6%	98.5%	97.0%	97.0%	NA
2006-07	95.5%	96.7%	96.4%	97.8%	96.8%	96.4%	NA
2007-08	NA	NA	NA	NA	NA	NA	NA



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

**Demographics****Students:**

Category	Afri. Amer.	Hispanic	White	Other	Low Income	LEP	At-Risk
Elem. Sch.	27.7%	8.0%	61.9%	2.4%	79.9%	5.2%	14.5%
Campus Gp.	16.4%	55.8%	25.5%	2.3%	79.8%	28.2%	53.4%
Difference	11.3%	<b>-47.8%</b>	36.4%	0.1%	0.1%	<b>-23.0%</b>	<b>-38.9%</b>

**Teachers:**

Category	Afri. Amer.	Hispanic	White	Other	Beginning	Over 20 Yrs	Average Yrs. In Dist.
Elem. Sch.	4.6%	4.6%	90.9%	0.0%	4.6%	36.1%	12.4
Campus Gp.	5.9%	19.6%	73.4%	1.1%	9.4%	17.5%	7.3
Difference	<b>-1.3%</b>	<b>-15.0%</b>	17.5%	<b>-1.1%</b>	<b>-4.8%</b>	18.6%	5.1

## **Attachment B—Schoolwide Program Components**

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a schoolwide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a schoolwide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (TAKS);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required schoolwide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the student's teacher for a one-on-one parent-teacher conference.

## Attachment C—Policies and Procedures

### Special District Policies Relating to State Compensatory Education

The DeKalb 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 DeKalb 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 D—State Compensatory Education Budget and Full-Time Equivalents

<u>Object</u>	<u>FTEs</u>	<u>Amount</u>
<b>PAYROLL COSTS:</b>		<b>\$274,804</b>
<b>PURCHASED AND CONTRACTED SERVICES:</b>		<b>4,666</b>
<b>SUPPLIES AND MATERIALS:</b>		<b>1,000</b>
<b>OTHER EXPENSE:</b>		<b>1,000</b>
<b>CAPITAL OUTLAY:</b>		<b>_____</b>
<b>TOTAL BUDGET:</b>		<b><u>\$281,470.</u></b>

## **Attachment E—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.