



DENTON
INDEPENDENT SCHOOL DISTRICT

2012-13 District Improvement Plan

2011-2012 Performance Indicators

- Results of the Texas Assessment of Knowledge and Skills (TAKS*), *note: for 2011-12, TAKS is only available for grades 10 and 11;*
- Exit-level TAKS Cumulative Passing Rates;
- Progress of Prior Year TAKS Failures;
- Attendance Rates;
- Annual Dropout Rates (grades 7-8 and grades 9-12);
- Completion Rates (4-year and 5-year longitudinal);
- College Readiness Indicators;
 - Completion of Advanced/Dual Enrollment Courses;
 - Completion of the Recommended High School Program or Distinguished Achievement Program;
 - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
 - Texas Success Initiative (TSI) – Higher Education Readiness Component;
 - Participation and Performance on the College Admissions Tests (SAT and ACT), and
 - College-Ready Graduates;

TAKS RESULTS GRADES 3-11 2002-03 thru 2010-2011

TAAS RESULTS GRADES 3-8 & 10

Categories Reported as Percent Passing

Year	Reading/ELA		Math		Writing		Science		Social Studies		All Tests	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
& 2011+2012	95	92	83	82	n/a	n/a	86	84	97	96	77	73
& 2010-2011	93	90	88	84	94	92	84	83	96	95	81	76
& 2009-2010	93	90	88	84	95	93	86	82	96	94	81	76
& 2008-2009	91	88	84	80	94	92	82	78	95	93	77	72
# 2007-2008	93	91	84	80	94	93	78	74	94	91	77	72
# 2006-2007	90	88	78	77	94	92	72	66	89	87	71	67
@ 2005-2006	89	87	77	75	93	91	70	64	89	86	69	65
@ 2004-2005	84	83	74	71	91	90	69	63	89	87	65	62
@ 2003-2004	82	80	70	66	90	89	61	56	88	84	61	57
@ 2002-2003	77	72	60	57	83	78	52	42	82	76	52	47

@ TAKS Results - based on panel recommendation at grades 3-11

+ Tests were rescored to include special education students and Spanish TAAS grades 3 & 4

Includes grade 8 Science and TAKS I

& Includes TAKS M and Alt at all Grade Levels

ETHNIC DISTRIBUTION OF STUDENT POPULATION

Categories Reported as Percentages

Year	African American		Hispanic		White		Native American		Asian/Pacific Isl.		Two or More Races	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	11.7	12.8	31.3	50.8	5109.0	30.5	0.9	0.4	2.7	3.6	1.4	1.7
2010-2011	11.6	12.9	30.8	50.3	54.0	31.2	0.9	0.5	2.7	3.5	1.2	1.6
2009-2010	12.1	14.0	29.6	48.6	54.8	33.3	0.7	0.4	2.7	3.7	na	na
2008-2009	12.4	14.2	29.7	47.9	54.7	34.0	0.6	0.4	2.6	3.6	na	na
2007-2008	12.2	14.3	29.9	47.2	54.7	34.8	0.7	0.3	2.5	3.4	na	na
2006-2007	12.2	14.4	29.5	46.3	55.3	35.7	0.7	0.3	2.3	3.3	na	na
2005-2006	12.6	14.7	28.3	45.3	56.1	36.5	0.7	0.3	2.3	3.1	na	na
2004-2005	11.8	14.2	28.0	44.7	57.5	37.7	0.6	0.3	2.1	3.0	na	na
2003-2004	11.5	14.3	27.4	43.8	58.5	38.7	0.5	0.3	2.1	2.9	na	na
2002-2003	11.7	14.3	26.1	42.7	59.6	39.8	0.6	0.3	2.0	2.9	na	na
2001-2002	11.1	14.4	24.2	41.7	62.1	40.9	0.6	0.3	1.9	2.8	na	na
2000-2001	11.4	14.4	22.3	40.6	64.0	42.0	0.6	0.3	1.6	2.7	na	na

ADDITIONAL DEMOGRAPHICS OF STUDENT POPULATION

Categories Reported as Percentages and Counts

Year	Economic Disadvantaged		Limited English Proficient		At-Risk		District
	DISD	STATE	DISD	STATE	DISD	STATE	Enrollment
2011-2012	43.2%	60.4%	16.8%	16.8%	29.7%	45.4%	24,738
2010-2011	41.5%	59.2%	14.4%	16.9%	35.1%	46.3%	23,832
2009-2010	39.7%	59.0%	14.4%	16.9%	30.7%	47.2%	22,557
2008-2009	38.7%	56.7%	15.4%	16.9%	37.2%	48.3%	22,016
2007-2008	37.6%	55.3%	15.4%	16.7%	38.6%	48.4%	20,826
2006-2007	38.0%	55.5%	15.5%	16.0%	39.1%	48.3%	19,661
2005-2006	37.1%	55.6%	15.5%	15.8%	38.9%	48.7%	18,304
2004-2005	38.2%	54.6%	15.1%	15.6%	32.8%	45.8%	16,873
2003-2004	36.6%	52.8%	14.9%	15.3%	na	na	15,948
2002-2003	36.3%	51.9%	13.6%	14.9%	na	na	15,147
2001-2002	33.3%	50.5%	12.3%	14.5%	na	na	14,180
2000-2001	32.5%	49.3%	11.9%	14.1%	na	na	13,645

ATTENDANCE AND DROPOUT PERCENTAGES

Categories Reported as Percentages

School Year	Attendance		Dropout		Completion Rate II +		Completion Rate I @	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
# Class of 2011	96.3	95.7	1.4	6.1	98.6	93.9	98.6	93.9
# Class of 2010	95.9	95.5	1.2	7.3	98.8	92.7	98.7	91.4
# Class of 2009	95.9	95.6	1.3	9.4	98.7	90.6	98.4	89.2
# Class of 2008	96.0	95.5	0.9	10.5	99.1	89.5	99.0	88.0
# Class of 2007	95.8	95.5	2.1	11.4	97.9	88.6	96.3	86.7
# Class of 2006	95.8	95.5	2.3	8.8	97.7	91.2	93.7	88.9
* Class of 2005	95.7	95.7	1.2	4.3	98.8	95.7	91.4	91.9
* Class of 2004	95.8	95.7	1.8	3.9	98.2	96.1	91.2	91.9
* Class of 2003	95.5	95.6	3.8	4.5	96.3	95.5	89.1	92.2
* 2001-2002	95.5	95.6	4.5	5.0	95.5	95.0	na	na
2000-2001	95.3	95.5	0.4	1.0	na	na	na	na
1999-2000	95.0	95.4	1.8	1.3	na	na	na	na

New dropout definitions implemented

* Now calculated over four year cohort cycle instead of annually

+ Completion rate with GED (rate II)

@ Completion rate without GED (rate I)

AYP Results - Reading

DATA Reported as Percentages

Year	All Students	African American	Hispanic	White	ECD	Special Education	LEP
2011-2012	92	88	86	96	86	71	81
2010-2011	91	86	86	95	84	70	81
2009-2010	91	88	84	95	84	69	78
2008-2009	91	86	84	95	83	69	77
2007-2008	91	86	83	95	82	69	77
2006-2007	88	81	79	93	78	67	73
2005-2006	85	80	75	91	75	59	68

CLASS SIZE BY SUBJECT AREA

Categories Reported as Average Class Size

Year	Elem. (1-6)		English		For. Language		Mathematics		Science		Social Studies	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	na	na	21.2	17.3	19.8	19.0	20.0	17.8	22.5	19.0	22.3	19.5
2010-2011	na	na	20.4	17.3	18.8	19.0	19.4	17.9	22.9	19.0	22.6	19.6
2009-2010	na	na	20.2	17.8	17.5	19.4	19.3	18.5	21.7	19.3	22.6	20.4
2008-2009	na	na	18.8	19.8	18.0	21.1	20.3	19.6	20.9	20.5	21.5	21.7
2007-2008	na	na	20.0	20.0	18.3	21.0	19.6	19.8	20.6	20.8	22.0	21.8
2006-2007	na	na	21.2	20.0	19.1	20.9	19.1	20.0	22.5	21.0	22.9	22.0
2005-2006	na	na	21.0	20.3	19.8	21.3	21.9	20.3	22.6	21.5	23.7	22.5
2004-2005	na	na	21.4	20.5	21.1	21.8	23.0	20.6	24.1	21.7	24.6	22.7
2003-2004	na	na	21.4	20.4	19.2	21.5	23.5	20.5	23.6	21.6	23.4	22.6
2002-2003	na	na	20.3	20.3	17.5	22.0	22.7	20.7	23.3	21.8	23.2	22.8
2001-2002	na	na	20.4	20.2	17.9	21.2	22.4	20.4	22.5	21.6	23.0	22.6
2000-2001	na	na	20.7	20.2	17.1	20.9	22.1	20.3	23.2	21.6	23.3	22.7

SPECIAL POPULATION DATA

Categories Reported as Counts and Percentages

Year	Special Education			Career and Technology Education			Bilingual/ESL			Gifted and Talented		
	DISD		STATE	DISD		STATE	DISD		STATE	DISD		STATE
	Count	% Enr	% Enr	Count	% Enr	% Enr	Count	% Enr	% Enr	Count	% Enr	% Enr
2011-2012	2,274	9.2	8.6	4,495	18.2	21.5	3,552	14.4	16.3	2,212	8.9	7.7
2010-2011	2,322	9.7	8.8	3,982	16.7	21.0	3,409	14.3	16.2	2,072	8.7	7.7
2009-2010	2,228	9.9	9.0	3,924	17.4	21.3	3,224	14.3	16.1	1,986	8.8	7.6
2008-2009	2,293	10.4	9.4	4,879	22.2	21.4	3,335	15.1	16.0	1,973	9.0	7.5
2007-2008	2,308	11.1	10.0	4,719	22.7	20.9	3,139	15.1	15.5	1,930	9.3	7.5
2006-2007	2,316	11.8	10.6	4,328	22.0	20.6	2,958	15.0	14.8	2,042	10.4	7.5
2005-2006	2,244	12.3	11.1	3,859	21.1	20.3	2,730	14.9	14.6	1,943	10.6	7.6
2004-2005	2,102	12.5	11.6	3,669	21.7	20.3	2,466	14.6	14.4	1,969	11.7	7.7
2003-2004	2,148	13.5	11.6	3,521	22.1	20.1	2,271	14.2	14.1	1,635	10.3	7.8
2002-2003	2,051	13.5	11.6	3,506	23.1	19.8	1,953	12.9	13.5	1,446	9.5	7.8
2001-2002	1,782	12.6	11.7	3,677	25.9	19.3	1,648	11.6	13.1	1,377	9.7	8.2
2000-2001	1,849	13.6	11.9	2,686	19.7	18.9	1,478	10.8	12.6	1,613	11.8	8.4

ACTUAL PROGRAM EXPENDITURE INFORMATION

Categories Reported as Amounts and Percentages

Year	Total Operating Expenditures by Program								Regular Education						@ Accelerated Instruction						Athletics					
	DISD				STATE				DISD			STATE			DISD			STATE			DISD			STATE		
	General Fund		All Funds		All Funds		General Fund		All Funds	All Funds		All Funds		General Fund		All Funds	All Funds		All Funds		General Fund		All Funds	All Funds		
	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp
2010-2011	\$6,523	100%	\$7,023	100%	\$6,559	100%	\$4,382	67.2%	\$4,392	62.4%	\$3,839	58.5%	\$174	2.7%	\$389	5.5%	\$840	12.8%	\$180	2.8%	\$180	2.6%	\$162	2.5%		
2009-2010	\$6,846	100%	\$7,397	100%	\$6,656	100%	\$4,591	67.1%	\$4,591	62.1%	\$3,837	57.7%	\$166	2.4%	\$426	5.8%	\$892	13.4%	\$188	2.7%	\$188	2.5%	\$160	2.4%		
2008-2009	\$6,715	100%	\$7,224	100%	\$6,455	100%	\$4,508	67.1%	\$4,564	63.2%	\$3,845	59.6%	\$171	2.5%	\$399	5.5%	\$787	12.2%	\$185	2.8%	\$185	2.6%	\$157	2.4%		
2007-2008	\$6,298	100%	\$6,864	100%	\$6,262	100%	\$4,236	67.3%	\$4,297	62.6%	\$3,754	60.0%	\$124	2.0%	\$370	5.4%	\$732	11.7%	\$180	2.9%	\$180	2.6%	\$151	2.4%		
2006-2007	\$5,861	100%	\$6,435	100%	\$5,857	100%	\$3,910	66.7%	\$3,968	61.7%	\$3,447	58.9%	\$112	1.9%	\$376	5.8%	\$725	12.4%	\$163	2.8%	\$163	2.5%	\$142	2.4%		
2005-2006	\$5,198	100%	\$5,703	100%	\$5,574	100%	\$3,477	66.9%	\$3,477	61.0%	\$3,234	58.0%	\$125	2.4%	\$386	6.8%	\$721	12.9%	\$136	2.6%	\$136	2.4%	\$135	2.4%		
2004-2005	\$4,995	100%	\$5,502	100%	\$5,428	100%	\$3,356	67.2%	\$3,356	61.0%	\$3,164	58.3%	\$123	2.5%	\$387	7.0%	\$681	12.5%	\$124	2.5%	\$124	2.3%	\$129	2.4%		
2003-2004	\$4,926	100%	\$5,492	100%	\$5,323	100%	\$3,298	66.9%	\$3,298	60.1%	\$3,130	58.8%	\$143	2.9%	\$476	8.7%	\$639	12.0%	\$115	2.3%	\$115	2.1%	\$124	2.3%		

Data now reported as actual and not budgeted and runs a year behind
 Per Pupil data based on enrollment of all students during same budget year (not program enrollment).

@ Accelerated Instruction - functions 24 and 30

ACTUAL PROGRAM EXPENDITURE INFORMATION

Categories Reported as Amounts and Percentages

Year	Special Education						Career / Technology Education						ESL and Bilingual Education						Gifted and Talented					
	DISD				STATE		DISD				STATE		DISD				STATE		DISD				STATE	
	General Fund		All Funds		All Funds	General Fund	All Funds		All Funds	General Fund	All Funds		All Funds	General Fund	All Funds		All Funds	General Fund	All Funds		All Funds	General Fund	All Funds	
	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp	per pupil	% exp
2010-2011	\$1,130	17.3%	\$1,384	19.7%	\$1,043	15.9%	\$215	3.3%	\$224	3.2%	\$220	3.4%	\$157	2.4%	\$172	2.4%	\$234	3.6%	\$115	1.8%	\$116	1.6%	\$83	1.3%
2009-2010	\$1,169	17.1%	\$1,430	19.3%	\$1,072	16.1%	\$243	3.5%	\$252	3.4%	\$219	3.3%	\$184	2.7%	\$199	2.7%	\$254	3.8%	\$119	1.7%	\$119	1.6%	\$85	1.3%
2008-2009	\$1,191	17.7%	\$1,386	19.2%	\$1,015	15.7%	\$245	3.6%	\$253	3.5%	\$213	3.3%	\$182	2.7%	\$196	2.7%	\$274	4.2%	\$115	1.7%	\$116	1.6%	\$88	1.4%
2007-2008	\$1,075	17.1%	\$1,300	18.9%	\$995	15.9%	\$248	3.9%	\$258	3.8%	\$206	3.3%	\$181	2.9%	\$197	2.9%	\$265	4.2%	\$151	2.4%	\$154	2.2%	\$90	1.4%
2006-2007	\$982	16.8%	\$1,202	18.7%	\$946	16.1%	\$261	4.5%	\$270	4.2%	\$198	3.4%	\$150	2.6%	\$164	2.5%	\$251	4.3%	\$173	3.0%	\$174	2.7%	\$87	1.5%
2005-2006	\$858	16.5%	\$1,072	18.8%	\$910	16.3%	\$217	4.2%	\$227	4.0%	\$192	3.4%	\$112	2.2%	\$132	2.3%	\$240	4.3%	\$172	3.3%	\$172	3.0%	\$83	1.5%
2004-2005	\$827	16.6%	\$1,038	18.9%	\$886	16.3%	\$206	4.1%	\$216	3.9%	\$192	3.5%	\$62	1.2%	\$83	1.5%	\$232	4.3%	\$192	3.8%	\$192	3.5%	\$83	1.5%
2003-2004	\$820	16.7%	\$1,025	18.7%	\$865	16.3%	\$211	4.3%	\$220	4.0%	\$196	3.7%	\$58	1.2%	\$77	1.4%	\$224	4.2%	\$203	4.1%	\$203	3.7%	\$85	1.6%

Data now reported as actual and not budgeted and runs a year behind
 Per Pupil data based on actual program enrollment during same budget year.

STAFF DISTRIBUTION DATA

Categories Reported as Percentages

Year	Teachers		* Prof. Support		Campus Adm.		Central Adm.		Educ. Aides		+ Auxiliary Staff		Total Staff
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD
2011-2012	57.5	50.8	12.9	9.1	2.8	2.9	0.5	1.0	6.9	9.1	19.5	27.1	3,067
2010-2011	56.2	50.5	12.8	9.0	2.7	2.8	0.6	1.0	7.9	9.5	19.8	27.1	3,266
2009-2010	56.8	50.5	12.1	8.9	2.7	2.8	0.8	1.0	6.8	9.8	20.8	27.0	3,217
2008-2009	55.1	50.7	11.2	8.4	2.7	2.8	0.9	1.0	7.7	9.7	22.4	27.4	3,249
2007-2008	55.3	50.8	11.8	8.3	2.7	2.8	0.8	1.0	8.0	9.9	21.4	27.2	2,949
2006-2007	56.5	50.7	11.8	8.2	2.7	2.8	1.0	1.0	8.0	10.0	20.0	27.3	2,681
2005-2006	56.0	50.7	11.4	8.0	2.6	2.8	1.1	1.0	8.1	10.2	20.9	27.3	2,457
2004-2005	53.8	50.4	11.9	8.0	2.6	2.8	0.8	1.0	8.3	10.2	22.7	27.6	2,266
2003-2004	53.2	50.4	11.7	7.8	2.5	2.7	0.8	1.0	8.2	10.2	23.7	27.8	2,198
2002-2003	54.1	50.5	12.1	7.5	2.6	2.7	0.9	1.0	5.8	10.3	24.6	28.0	2,030
2001-2002	53.6	50.5	11.6	8.9	2.5	2.7	1.1	1.0	4.7	10.3	26.4	26.5	1,936 @
2000-2001	50.0	50.8	10.1	7.8	2.4	2.6	1.1	0.8	5.7	10.2	30.6	27.8	1,968
1999-2000	51.2	51.3	9.5	7.3	2.4	2.6	1.1	0.9	5.9	10.3	29.8	27.6	1,833

* examples of professional support staff are: counselors, librarians, nurses, psychologists, diagnosticians, speech therapists, etc.

+ examples of auxiliary staff are: secretaries, clerks, maintenance, grounds, custodial, bus drivers, etc.

@ reflects changes in staff due to the closing of Denton Development Center

TEACHERS BY EXPERIENCE LEVEL

Categories Reported as Percentages

Year	Beginning teachers		1-5 years experience		6-10 years experience		11-20 years experience		20+ years experience	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	2.0	4.6	31.1	28.7	23.1	22.3	28.5	26.8	15.2	17.9
2010-2011	4.8	6.0	31.8	30.0	22.7	21.1	25.5	25.0	15.3	17.9
2009-2010	5.4	6.0	32.7	31.0	23.7	20.3	23.3	24.4	14.9	18.3
2008-2009	9.2	7.3	29.6	30.5	25.1	20.0	22.2	23.7	13.9	18.6
2007-2008	7.1	7.9	31.3	29.8	26.3	19.7	21.3	23.4	13.9	19.2
2006-2007	9.6	8.1	31.4	29.1	24.0	19.6	21.3	23.6	13.7	19.7
2005-2006	9.1	7.5	31.7	29.0	23.4	19.4	22.4	24.2	13.4	19.9
2004-2005	8.0	7.7	34.2	28.7	21.2	19.4	22.2	24.5	14.3	19.7
2003-2004	5.8	6.5	38.2	29.0	19.2	18.9	23.1	24.8	13.8	20.9
2002-2003	8.1	7.8	37.1	28.2	16.6	18.3	23.5	24.4	14.8	21.3
@ 2001-2002	7.7	7.8	37.8	27.8	16.9	18.1	23.6	24.7	13.9	21.6
2000-2001	7.5	7.8	36.0	27.4	16.6	18.1	25.2	25.3	14.8	21.4

+ TRS retirement factor changed to 2.2

@ TRS retirement factor changed to 2.3

TEACHERS BY TOTAL EXPERIENCE, RETENTION AND STUDENT/TEACHER RATIO

Categories Reported as Percentages

Year	Avg Yrs Tch Exp		Avg Yrs Tch Exp DISD		Teacher Turnover Rate		Num of Students Per Teacher	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	11.2	11.4	7.1	8.1	9.2	12.8	14.0	15.4
2010-2011	10.6	11.4	6.5	7.7	8.4	11.9	13.0	14.7
2009-2010	10.3	11.3	6.1	7.6	7.4	11.8	12.3	14.5
2008-2009	9.8	11.2	5.4	7.4	10.8	14.7	12.3	14.4
2007-2008	9.8	11.3	5.5	7.4	10.8	15.2	12.8	14.5
2006-2007	9.5	11.3	5.3	7.5	10.8	15.6	13.0	14.7
2005-2006	9.6	11.5	5.5	7.6	12.2	14.6	13.3	14.9
& 2004-2005	9.8	11.5	5.8	7.5	13.6	16.1	13.8	14.9
2003-2004	9.7	11.8	5.9	7.8	12.1	14.3	13.6	14.9
2002-2003	9.8	11.8	6.0	7.7	14.7	15.6	13.8	14.7
@ 2001-2002	9.6	11.9	5.8	7.8	15.3	15.7	13.7	14.7
2000-2001	9.8	11.9	6.2	7.9	13.9	16.0	13.9	14.8

* VEP approved

+ TRS retirement factor increased to 2.2

@ TSR retirement factor increased to 2.3

& Social Security issue initiates retirements

TEACHERS BY HIGHEST DEGREE HELD

Categories Reported as Percentages

Year	No Degree		Bachelors		Masters		Doctorate	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	0.5	0.8	70.4	75.9	28.5	22.8	0.5	0.5
2010-2011	0.8	0.8	71.4	76.9	27.1	21.8	0.7	0.5
2009-2010	0.8	0.8	71.9	77.3	26.6	21.3	0.7	0.5
2008-2009	0.7	0.8	73.4	77.7	25.4	20.9	0.6	0.5
2007-2008	0.6	0.8	73.2	77.7	25.8	21.0	0.5	0.5
2006-2007	0.9	0.8	73.5	77.6	25.0	21.1	0.6	0.5
2005-2006	1.4	1.0	72.5	77.3	25.4	21.2	0.7	0.5
2004-2005	1.1	1.1	72.0	77.1	26.0	21.3	0.8	0.5
2003-2004	1.1	1.1	72.5	76.4	25.7	22.0	0.8	0.5
2002-2003	0.7	1.3	72.5	76.0	25.9	22.2	0.9	0.5
2001-2002	0.4	1.4	71.0	75.3	27.4	22.8	1.2	0.5
2000-2001	0.8	1.3	69.1	74.7	28.8	23.4	1.3	0.5

ETHNIC DISTRIBUTION OF STUDENT & STAFF POPULATION

Categories Reported as Percentages

Year	African American		Hispanic		White		Nat. Am. / Am. Ind.		Asian/Pacific Isl.		Two or More Races	
	students	teachers	students	teachers	students	teachers	students	teachers	students	teachers		
2011-2012	11.7	6.8	31.3	11.9	51.9	78.0	0.9	1.0	2.7	0.3	1.4	1.9
2010-2011	11.6	6.5	30.8	11.7	52.9	78.4	0.9	0.8	3.5	0.5	1.2	2.1
2009-2010	12.1	6.7	29.6	10.3	54.8	81.6	0.7	0.8	2.7	0.6	na	na
2008-2009	12.4	6.9	29.7	10.1	54.7	81.6	0.6	0.8	2.6	0.6	na	na
2007-2008	12.2	6.4	29.9	9.9	54.7	82.5	0.7	0.7	2.5	0.5	na	na
2006-2007	12.2	6.8	29.5	9.5	55.3	82.3	0.7	0.7	2.3	0.6	na	na
2005-2006	12.6	6.6	28.3	9.5	56.1	82.3	0.7	0.8	2.3	0.7	na	na
2004-2005	11.8	6.4	28.0	9.0	57.5	82.8	0.6	1.1	2.1	0.8	na	na
2003-2004	11.5	6.2	27.4	9.3	58.5	82.7	0.5	1.1	2.1	0.7	na	na
2002-2003	11.7	6.1	26.1	9.1	59.6	83.4	0.6	0.9	2.0	0.5	na	na
2001-2002	11.1	5.9	24.2	8.5	62.1	84.2	0.6	0.8	1.9	0.6	na	na
2000-2001	11.4	6.0	22.3	7.9	64.0	84.9	0.6	0.6	1.6	0.6	na	na

AVERAGE ACTUAL SALARIES

Salaries Reported as Averages

School Year	Teachers		* Prof. Support		Campus Adm.		Central Adm.	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011.12	50,929.00	\$48,375	\$55,575	\$56,119	\$72,307	\$70,500	\$106,600	\$89,811
2010-2011	\$51,120	\$48,638	\$55,177	\$57,045	\$72,333	\$70,819	\$89,371 **	\$89,481
2009-2010	\$50,981	\$48,263	\$55,032	\$56,470	\$71,431	\$70,209	\$88,638	\$87,446
2008-2009	\$49,771	\$47,159	\$53,780	\$55,819	\$70,883	\$68,891	\$85,570	\$85,305
2007-2008	\$48,646	\$46,179	\$52,001	\$54,543	\$69,859	\$67,397	\$86,892	\$83,529
2006-2007	\$46,656	\$44,897	\$49,583	\$52,940	\$66,668	\$65,506	\$80,745	\$80,875
2005-2006	\$43,126	\$41,744	\$46,622	\$50,029	\$65,494	\$62,704	\$74,561	\$77,499
2004-2005	\$42,541	\$41,011	\$46,760	\$48,820	\$64,573	\$61,612	\$81,172	\$76,324
2003-2004	\$41,522	\$40,478	\$45,517	\$48,039	\$63,072	\$60,822	\$78,311	\$74,728
2002-2003	\$40,977	\$39,974	\$44,305	\$47,667	\$61,777	\$59,603	\$74,897	\$72,252
2001-2002	\$38,784	\$39,232	\$43,342	\$41,959	\$58,887	\$58,561	\$70,020	\$69,849
2000-2001	\$37,439	\$38,361	\$41,661	\$45,562	\$55,752	\$58,081	\$65,241	\$69,916

* examples of professional support staff are: counselors, librarians, nurses, psychologists, diagnosticians, speech therapists, etc.

** coding change for staff

AVERAGE TEACHER SALARIES BY YEARS EXPERIENCE

Salaries Reported as Averages (excludes supplements)

Year	Beginning Teacher		1-5 Years Exp.		6-10 Years Exp.		11-20 Years Exp.		Over 20 Years Exp.	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2011-2012	\$45,506	\$40,911	\$47,281	\$43,669	\$48,093	\$46,224	\$51,219	\$50,064	\$62,806	\$58,031
2010-2011	\$45,521	\$41,272	\$47,448	\$44,013	\$48,287	\$46,604	\$51,852	\$50,476	\$63,510	\$58,691
2009-2010	\$44,285	\$41,165	\$47,424	\$43,527	\$48,253	\$46,149	\$52,232	\$50,153	\$63,556	\$58,427
2008-2009	\$45,545	\$40,372	\$46,227	\$42,463	\$46,899	\$45,035	\$51,592	\$49,083	\$62,403	\$57,325
2007-2008	\$44,300	\$39,372	\$44,667	\$41,374	\$45,967	\$43,886	\$51,052	\$48,174	\$61,183	\$56,354
2006-2007	\$40,921	\$38,095	\$42,871	\$39,880	\$44,211	\$42,380	\$49,615	\$47,042	\$59,013	\$55,028
2005-2006	\$38,555	\$34,505	\$39,249	\$36,567	\$40,550	\$39,008	\$46,040	\$43,978	\$54,989	\$51,998
2004-2005	\$37,302	\$33,775	\$38,317	\$35,706	\$39,961	\$38,220	\$45,730	\$43,501	\$54,398	\$51,215
2003-2004	\$36,118	\$32,744	\$37,202	\$34,774	\$39,063	\$37,432	\$45,300	\$42,989	\$52,889	\$50,553
2002-2003	\$35,564	\$31,876	\$36,445	\$34,154	\$38,433	\$36,937	\$44,833	\$42,774	\$52,053	\$50,065
2001-2002	\$33,955	\$30,940	\$34,058	\$33,093	\$35,683	\$36,169	\$43,376	\$42,298	\$50,263	\$49,185
2000-2001	\$30,967	\$29,824	\$32,686	\$31,987	\$34,219	\$35,304	\$41,820	\$41,755	\$48,454	\$48,183

REVENUE BY SOURCE

Categories Reported as Amounts Per Pupil and Percentages

Year	Local Tax				Other Local & Intermediate+				State				Federal @			
	DISD		STATE		DISD		STATE		DISD		STATE		DISD		STATE	
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
@ 2010-2011	\$6,153	55.4	\$4,205	40.7	\$439	4.0	\$424	4.0	\$3,889	35.0	\$4,490	43.4	\$626	5.6	\$1,230	11.9
@ 2009-2010	\$6,440	56.5	\$4,291	41.5	\$407	3.6	\$428	4.1	\$3,934	34.5	\$4,369	42.3	\$621	5.4	\$1,240	12.0
@ 2008-2009	\$6,377	58.6	\$4,184	42.0	\$548	5.0	\$513	5.1	\$3,514	32.3	\$4,272	42.9	\$435	4.0	\$996	10.0
@ 2007-2008	\$6,247	55.7	\$3,855	39.6	\$794	7.1	\$594	6.1	\$3,676	32.8	\$4,367	44.8	\$500	4.5	\$923	9.5
@ * 2006-2007	\$7,008	67.1	\$4,296	45.8	\$775	7.4	\$627	6.7	\$2,150	20.6	\$3,545	37.8	\$519	5.0	\$921	9.8
@ * 2005-2006	\$6,837	73.8	\$4,235	48.3	\$627	6.8	\$555	6.3	\$1,242	13.4	\$2,969	33.9	\$554	6.0	\$1,009	11.5
@ * 2004-2005	\$6,668	73.2	\$4,014	48.1	\$562	6.2	\$443	5.3	\$1,373	15.1	\$3,004	36.0	\$507	5.6	\$889	10.7
@ * 2003-2004	\$6,386	72.3	\$3,794	46.8	\$453	5.1	\$373	4.6	\$1,433	16.2	\$3,104	38.3	\$559	6.3	\$831	10.3
@ * 2002-2003	na	69.1	na	46.2	na	4.2	na	4.0	na	20.2	na	40.8	na	6.6	na	9.0
@ 2002-2003	na	74.6	na	51.9	na	4.7	na	4.2	na	18.4	na	40.5	na	2.2	na	3.5
@ 2001-2002	na	76.4	na	50.4	na	4.0	na	4.5	na	19.1	na	41.9	na	0.5	na	3.2
@ 2000-2001	na	70.8	na	48.5	na	4.1	na	4.6	na	24.8	na	43.6	na	0.3	na	3.4

* Data now reported as actual and not budgeted and runs a year behind

+ Other Local and Intermediate sources are defined as payments for services to other districts, tuition fees, revenues from cocurricular and enterprising activities, and all other local sources.

@ Starting with the 96/97 year, special revenue funds and capital projects funds are no longer reported which will affect the federal revenue data.

LOCAL TAX BASE BY CATEGORY

Categories Reported as Percentages

Year	Business		Residential		Land		Oil and Gas		Other	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
Cal Year 2011	24.9	33.4	67.9	54.3	5.5	6.3	1.3	5.5	0.6	0.5
Cal Year 2009	24.8	33.8	66.9	53.8	6.1	6.3	1.5	5.6	0.7	0.5
Cal Year 2008	25.9	33.6	65.9	53.3	6.2	6.3	1.2	6.4	0.8	0.6
Cal Year 2007	26.4	33.4	65.2	54.2	6.5	6.3	1.1	5.5	0.8	0.6
Cal Year 2006	27.0	33.1	63.5	53.9	7.4	6.3	1.1	6.0	1.0	0.6
Cal Year 2005	26.2	33.4	64.3	54.6	7.8	6.5	0.5	4.9	1.2	0.7
Cal Year 2004	26.4	34.0	65.3	54.6	6.6	6.6	0.4	4.0	1.3	0.7
Cal Year 2003	26.9	35.0	64.2	54.1	7.1	6.7	0.2	3.3	1.5	0.8
2002-2003	28.3	36.3	63.6	52.2	6.4	6.7	0.0	3.5	1.7	1.2
2001-2002	28.0	37.9	58.6	50.3	8.8	6.7	0.0	4.0	4.6	1.0
2000-2001	32.8	39.0	57.9	50.1	7.6	7.0	0.0	2.9	1.8	1.1

* Data now reported as actual and not budgeted and runs a year behind after audit.

Source: Texas Comptroller of Public Accounts

PER PUPIL EXPENDITURES

**Categories Reported as Average Per Pupil Expenditure
Objects 6100-6400**

Year	Total Operating		Instruction		Inst Related Services		Inst Leadership		School Leadership		Support Serv: Student		Central Adm.	
			Functions: 11, 95		Functions: 12,13		Function: 21		Function: 23		Function: 31,32,33		Function: 41, 92	
			Inst + JJAEP		Library + Staff Dev		Curr. Leadership		Campus Adm		Coun, Nurses, SW		Central Adm + att cred	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
2010-2011	\$8,867	\$8,727	\$5,460	\$5,061	\$332	\$303	\$118	\$129	\$447	\$492	\$524	\$418	\$196	\$272
2009-2010	\$9,297	\$8,802	\$5,729	\$5,142	\$363	\$315	\$121	\$131	\$471	\$487	\$555	\$421	\$200	\$269
2008-2009	\$9,143	\$8,572	\$5,591	\$4,976	\$350	\$299	\$108	\$126	\$484	\$482	\$532	\$410	\$189	\$266
2007-2008	\$8,848	\$8,342	\$5,372	\$4,819	\$336	\$293	\$113	\$125	\$465	\$466	\$489	\$399	\$222	\$271
2006-2007	\$8,361	\$7,826	\$5,015	\$4,500	\$331	\$278	\$115	\$118	\$438	\$440	\$455	\$375	\$216	\$273
2005-2006	\$7,726	\$7,466	\$4,539	\$4,294	\$283	\$268	\$103	\$115	\$407	\$418	\$416	\$355	\$198	\$259
2004-2005	\$7,365	\$7,229	\$4,367	\$4,176	\$258	\$263	\$107	\$113	\$385	\$408	\$396	\$347	\$205	\$256
2003-2004	\$7,297	\$7,084	\$4,375	\$4,103	\$259	\$254	\$109	\$111	\$381	\$400	\$388	\$340	\$197	\$256

* Data now reported as actual and not budgeted and runs a year behind

PER PUPIL EXPENDITURES, page 2

Categories Reported as Average Per Pupil Expenditure

Year	Transportation Function: 34 trans serv		Food Services Function: 35 food operations		Cocurricular Activities Function: 36 schl sponsored act		Plant Maintenance Function: 51 plant and grounds		Security/Monitoring Function: 52 safety funds		Data Processing Function: 53 local or contracted		Instructional Expenditure Ratio (11,12,13,31)	
	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE	DISD	STATE
	2010-2011	\$192	\$245	\$359	\$468	\$216	\$236	\$865	\$901	\$25	\$67	\$131	\$125	69.5%
2009-2010	\$220	\$240	\$341	\$461	\$228	\$231	\$901	\$913	\$24	\$68	\$144	\$123	69.7%	65.3%
2008-2009	\$221	\$235	\$348	\$448	\$218	\$225	\$946	\$920	\$22	\$67	\$135	\$117	69.0%	64.9%
2007-2008	\$231	\$241	\$354	\$436	\$203	\$217	\$899	\$900	\$21	\$63	\$143	\$112	68.3%	64.4%
2006-2007	\$205	\$216	\$340	\$407	\$175	\$205	\$914	\$853	\$24	\$58	\$133	\$103	67.7%	64.1%
2005-2006	\$197	\$210	\$316	\$394	\$161	\$192	\$947	\$811	\$21	\$54	\$138	\$95	66.0%	64.1%
2004-2005	\$186	\$197	\$310	\$383	\$150	\$185	\$841	\$759	\$21	\$51	\$140	\$92	66.2%	62.5%
2003-2004	\$182	\$190	\$283	\$370	\$148	\$179	\$816	\$738	\$20	\$48	\$139	\$95	66.9%	64.6%

* Data now reported as actual and not budgeted and runs a year behind
 + Includes instruction (11), libraries (12), curriculum and staff development (13), and counseling services (31) and object codes 6112 through 6499
 + Does not include curriculum leadership (21), social services (32), health services (33), cocurricular activities (36)

District Improvement Plan Denton Independent School District

WIG 1

Vision... In pursuit of excellence, the district will:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>cultivate a network of professional learning communities addressing the educational needs of every child in our district</p> <p>Person(s) Responsible: administrators, campus leaders</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		sign in sheets, agendas, common assessments, collaboration, student engagement	Comprehensive Needs Assessment (CNA) process, increased student performance on benchmark and common assessments, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>develop and maintain a culture where learning remains our first priority</p> <p>Person(s) Responsible: all Denton ISD staff</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>		surveys	survey results	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>remain committed to providing equitable and outstanding opportunities for every student on every campus</p> <p>Person(s) Responsible: all Denton ISD staff</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Campus Improvement Plans (CIPs)	CNA	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>establish goals for individual campuses that incorporate both measurable and intangible factors develop a budget focused on student and professional learning effectively communicate achievements and recognitions to the Denton ISD community</p> <p>Person(s) Responsible: principals, Campus Leadership Teams (CLT)</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>		CNAs, CIPs	CNAs, CIPs	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>prepare our students to be successful in a global society while instilling an appreciation for community services</p> <p>Person(s) Responsible: all Denton ISD staff</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	<input type="checkbox"/>	<input type="checkbox"/>		CNAs, CIPs	CNAs, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>Assess all district leadership with the Gallup Strengths Finder assessment</p> <p>Person(s) Responsible:</p> <p>Completion Date: 10/2012</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	<input type="checkbox"/>	<input type="checkbox"/>		Strengths Finder assessment reports	Strengths Finder assessment reports	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide intensive training in the Gallup Strengths Finder Coursework for executive cabinet members Person(s) Responsible: superintendent, executive cabinet Completion Date: 4/2013 Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		Strengths Finder course reports	Strengths Finder course reports	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide all district leadership with the Covey 7 Habits of Highly Effective People and Great Leaders, Great Teams, Great Results training Person(s) Responsible: district leadership, principals Completion Date: 9/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		sign in sheets, agendas,	Campus Improvement Plan(s) (CIP)	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

District Improvement Plan Denton Independent School District

WIG 2

Teaching & Learning... In pursuit of excellence, the district will:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students establish high expectations with a curriculum that fosters inquiry and critical thinking develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life</p> <p>Person(s) Responsible: administrators, campus leaders, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	[X]	[X]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>expect full curriculum implementation on each campus by instructional leaders</p> <p>Person(s) Responsible: administrators, campus leaders</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	[X]	[]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>establish quality staff development programs that promote professional learning communities</p> <p>Person(s) Responsible: administrators</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[X]	[]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
<p>strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility</p> <p>Person(s) Responsible: Human Resources department</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[X]	[]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
<p>stay abreast of and incorporate best practices into teaching, learning, technology and leadership</p> <p>Person(s) Responsible: Technology department, administrators, campus leaders</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[X]	[X]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates</p> <p>Person(s) Responsible: administrators, campus leaders</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[X]	[]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
<p>actively pursue, foster and support an advanced digital learning environment</p> <p>Person(s) Responsible: administrators, campus leaders</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[X]	[]		CIPs, surveys, etc.	CNA process, increased student performance on benchmark and common assessments, surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
<p>provide staff development opportunities for staff such as Jay McTighe and Allison Zmuda (Understanding by Design Guide to Creating High Quality Units), Cassie Erkins (The Principal as Assessment Leader), Jim Knight (Unmistakable Impact, Instructional Coaching: A Partnership Approach to Improving Instruction, and High Impact Instruction)</p> <p>Person(s) Responsible: assistant superintendent for curriculum and instruction, principals, interventionists</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	district budget, staff	[]	[]		sign-in sheets, agendas, walk-throughs, PDAS observations	increased student performance on benchmark and common assessments and state assessments, surveys	[] CNA [] RS [] IHQ [] OPD [] AHQ [] PI [] T [] A [] AA [] C	[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI

District Improvement Plan Denton Independent School District

WIG 3

Climate... In pursuit of excellence, the district will:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
celebrate and respect the diversity in our Denton ISD Community Person(s) Responsible: all Denton ISD staff Completion Date: 6/2012 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical establish a high expectation level for success for all students, staff, parents, and community Person(s) Responsible: Completion Date: 6/2012 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
instill in students a love of life-long learning Person(s) Responsible: Completion Date: 6/2012 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world</p> <p>Person(s) Responsible:</p> <p>Completion Date: 6/2012</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	[]	[]		CIPs, lesson plans	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>conduct Gallup Hope and Well-being Survey on all middle school campuses</p> <p>Person(s) Responsible: principals</p> <p>Completion Date: 10/2012</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district staff, budget	[]	[]		Gallup reports	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>implement CHAMPs</p> <p>Person(s) Responsible: assistant superintendent of curriculum and instruction, counselors, principal</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district staff, budget	[]	[]		observation, surveys, discipline referrals	CNA process, increased student performance on benchmark and common assessments, surveys	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

District Improvement Plan Denton Independent School District

WIG 4

Parent and Community Involvement...In pursuit of excellence, the district will:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students Person(s) Responsible: all Denton ISD staff Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[X]	[]		sign in sheets, agendas, family engagement	CNA process, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
work continuously with the community in planning and facility development Person(s) Responsible: administrators Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		sign in sheets, agendas, community engagement	Board agendas and packets	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
utilize citizens' advisory committees to focus on short and long-term tasks Person(s) Responsible: administrators Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		sign in sheets, agendas, community engagement	Board agendas and packets	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
utilize citizens' advisory committees to focus on short and long-term tasks Person(s) Responsible: administrators Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		sign in sheets, agendas, community engagement	Board agenda and packets	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
provide support services and promote health, wellness and safety for students and families establish and promote programs to develop and enhance parenting skills and participation in the schools Person(s) Responsible: administrators Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		sign in sheets, agendas, family engagement	CIPs, CNAs, surveys	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
promote child advocacy across the state and nation Person(s) Responsible: all Denton ISD staff Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district budget, staff	[]	[]		CIPs	CNAs, CIPs	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>implement Ready Rosie</p> <p>Person(s) Responsible: assistant superintendent of curriculum and instruction, Communitywide Pre-K coalition,</p> <p>Completion Date: 6/2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>district Title I budget, staff, community resources (including United Way and other nonprofit agencies)</p>	[X]	[]		Ready Rosie reports	Ready Rosie reports, ELI/SELI results for users/nonusers	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>offer 21st Century Communities in Schools to campuses identified in the grant</p> <p>Person(s) Responsible: director of school improvement and support, CCISNT staff</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>district budget, staff</p>	[]	[]		observation, required reporting	required reporting	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

District Improvement Plan Denton Independent School District

WIG 5

Review, revise and/or redo the district's current mission, vision, values, and goals.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seek public input from students, parents, educators, business and community members via social networking Person(s) Responsible: EIC chairman, EIC Completion Date: 6/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district staff, social media such as Facebook, YouTube, Twitter, etc.	[]	[]		EIC website (agendas, sign-in sheets, etc.), revised mission	EIC website	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Craft a mission statement Person(s) Responsible: EIC chairman, EIC Completion Date: 3/2013 Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	district staff	[]	[]				<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Craft vision and values Person(s) Responsible: superintendent, district leadership Completion Date: 5/2013 Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	district staff	[]	[]				<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Draft goals Person(s) Responsible: EIC chairman, EIC Completion Date: 8/2013 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	district staff	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

District Improvement Plan Denton Independent School District

WIG 6

Address the deficiencies that prevent students from achieving AYP proficiency in the core academic subjects and analyze and address insufficiencies as they relate to leadership for campuses, governance and fiscal infrastructures, and curriculum and instruction

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>address the fundamental teaching and learning needs of campuses in the LEA, especially the academic problems of low-achieving students such as the activities listed in WIG 2</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	district budget, staff	[]	[]		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the State's definition of AYP such as meeting state identified AYP targets for 2013 (93% in ELA and 92% in math)</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	[]	[]		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects such as such as the activities listed in WIG 2</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	<input type="checkbox"/>	<input type="checkbox"/>		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>provide student learning activities before school, after school, during the summer, and during any extension of the school year such as after school tutorials and summer school</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>provide for high-quality professional development for instructional staff that focuses primarily on improved instruction such as the activities listed in WIG 2 and those listed in the CIPs</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	<input type="checkbox"/>	<input type="checkbox"/>		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>include strategies to promote effective parental involvement in the campuses served by the LEA such as the activities listed in WIG 4 and those listed in the CIPs</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	[]	[]		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>determine of why the LEA's previous plan did not bring about increased student academic achievement</p> <p>Person(s) Responsible: district and campus leadership, teachers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	[]	[]		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>reserve not less than 10 percent of its Title I, Part A funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching such as those listed in the CIP</p> <p>Person(s) Responsible: director of school improvement and support, principals</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	district budget, staff	[X]	[]		observations, walk-throughs, PDAS, sign-in sheets, agendas, surveys, etc.	results on benchmarks and common assessments, results on state assessments	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Federal Programs Compliance

WIG 1 – Ideal State (Goal):

Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) Person(s) Responsible: Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership Completion Date: 6/12 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)		[X]	[]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
Allocate Title I funds to eligible campuses. Person(s) Responsible: Director of School Improvement and Support Completion Date: 6/12, 8/12, 10/12, 12/12 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	\$976,369	[X]	[]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP.</p> <p>Person(s) Responsible: Principal, CLT</p> <p>Completion Date: 6/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		CIP	State academic assessments, local academic assessments, local common assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds.</p> <p>Person(s) Responsible: Director of School Improvement and Support, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher</p> <p>Completion Date: 8/12-6/13</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	\$732,495	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11	Semi-Annual Certification documents	State academic assessments	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input checked="" type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Provide supplemental curriculum coaches to elementary campuses that receive Title I funds.</p> <p>Person(s) Responsible: Director of Elementary Curriculum</p> <p>Completion Date: 10/12, 6/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	\$390,000	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	Time and effort documents	State academic assessments	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input checked="" type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. Person(s) Responsible: Director of Elementary Curriculum Completion Date: 8/12-6/13 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	\$123,153	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Eduphoria staff development records and evaluations	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input checked="" type="checkbox"/> AA <input type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. Person(s) Responsible: Director of School Improvement and Support, Principal Completion Date: 6/12-6/13 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	\$24,631	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Budget spreadsheets and reports	Increased parental involvement	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI
Seek technical assistance and support regarding Title I funds. Person(s) Responsible: Principal, Director of School Improvement and Support Completion Date: 6/12-6/13 Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)	\$75,271	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs.</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support</p> <p>Completion Date: 6/12-6/13</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		[X]	[]		Website	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand.</p> <p>Person(s) Responsible: Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[X]	[]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan.</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support, Coordinator of Data and Assessment</p> <p>Completion Date: 5/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		Data Day binder, CIP	State academic assessments	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input checked="" type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Allocate Title I, Part D Subpart 2 funds to serve campus and district needs.</p> <p>Person(s) Responsible: Director of School Improvement and Support</p> <p>Completion Date: 6/12, 8/12, 10/12, 12/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	\$186,295	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Budget spreadsheets and reports	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff.</p> <p>Person(s) Responsible: Assistant Superintendent of Curriculum and Instruction, Director of School Improvement and Support, Director of Elementary Curriculum, Director of Secondary Curriculum</p> <p>Completion Date: 6/12, 8/12, 10/12, 12/12</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	\$519,247	[X]	[]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [] PI [] T [] A [X] AA [X] C	[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI
<p>Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.</p> <p>Person(s) Responsible: Assistant Superintendent of Curriculum and Instruction, Director of School Improvement and Support, Director of Elementary Curriculum, Director of Secondary Curriculum</p> <p>Completion Date: 8/12-6/13</p> <p>Benchmark Timeline: [X] Initial (Beginning) [] Interim (Formative) [] Final (Summative)</p>		[X]	[]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [] PI [] T [] A [X] AA [X] C	[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs).</p> <p>Person(s) Responsible: Director of School Improvement and Support, Director of Bilingual/ESL</p> <p>Completion Date: 6/12, 8/12, 10/12, 12/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	\$387,846	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Budget spreadsheets and reports	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Utilize preschool set-aside funds in addition to a communitywide preschool coalition to provide I readiness activities, parental involvement activities, and transitional activities for children in preschool focused on the Ready Rosie program</p> <p>Person(s) Responsible: Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of School Improvement and Support, Principals, communitywide preschool coalition</p> <p>Completion Date: 6/13; 6/14</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	\$15,000	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Usage reports; budget spreadsheets and reports	Kindergarten readiness reports; ELI/SELI reports	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):

Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	\$270,000 (Preschool); \$6,158 (Homeless); \$2,300 (Neglected)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>Conduct a comprehensive needs assessment.</p> <p>Person(s) Responsible: Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input type="checkbox"/>	<input type="checkbox"/>		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support</p> <p>Completion Date: 10/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input type="checkbox"/>	<input type="checkbox"/>		Campus documentation	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students.</p> <p>Person(s) Responsible: Director of School Improvement and Support, EIC</p> <p>Completion Date: 4/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input type="checkbox"/>	<input type="checkbox"/>		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools</p> <p>Person(s) Responsible: Director of District Improvement and School Leadership, EIC</p> <p>Completion Date: 4/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students.</p> <p>Person(s) Responsible: Principal, CLT, Director of School Improvement and Support</p> <p>Completion Date: 4/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		[]	[]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved.</p> <p>Person(s) Responsible: Principal</p> <p>Completion Date: 12/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		[]	[]		Agenda(s), sign-in sheet(s)	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards</p> <p>Person(s) Responsible: Principal, teachers, parents</p> <p>Completion Date: 12/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input type="checkbox"/>	<input type="checkbox"/>		School-Parent compacts	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents.</p> <p>Person(s) Responsible: Principal, Director of District Improvement and School Leadership</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		<input type="checkbox"/>	<input type="checkbox"/>		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information.</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support</p> <p>Completion Date: 8/12-6/13</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI
<p>File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements.</p> <p>Person(s) Responsible: Principal, Director of School Improvement and Support</p> <p>Completion Date: 9/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		[]	[]		Principal Attestation	State academic assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities.</p> <p>Person(s) Responsible: Director of School Improvement and Support, PNP principal</p> <p>Completion Date: 6/12, 10/12, 12/12, 4/13</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>		[]	[]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
<p>Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services.</p> <p>Person(s) Responsible: Director of District Improvement and School Leadership, PNP principals</p> <p>Completion Date: 4/12, 8/12, 9/12, 1/13, 4/13, 6/13</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	\$33,275	[X]	[]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools.</p> <p>Person(s) Responsible: Director of School Improvement and Support, PNP principal</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs.</p> <p>Person(s) Responsible: Director of Elementary Curriculum, Director of Secondary Curriculum</p> <p>Completion Date: 4/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A-UPDATE: Maintain Semi-Annual Certification for all staff paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A</p> <p>Person(s) Responsible: Director of School Improvement and Support, Teachers</p> <p>Completion Date: Monthly</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program</p> <p>Person(s) Responsible: Superintendent</p> <p>Completion Date: 10/12</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>		[]	[]		Updated Interlocal Agreement	Updated Interlocal Agreement	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report.</p> <p>Person(s) Responsible: Director of School Improvement and Support, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL</p> <p>Completion Date: 6/13</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>		[]	[]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> RS <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> OPD <input checked="" type="checkbox"/> AHQ <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> AA <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> RMS <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> SBR <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> IHQ <input checked="" type="checkbox"/> PD <input checked="" type="checkbox"/> PI <input checked="" type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Special Education Compliance

WIG 1 – Ideal State (Goal):

In accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) reach compliance.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11.</p> <p>Person(s) Responsible: Evaluation professionals/ Case Managers (educational diagnosticians, speech therapists), clerical support, General and special education teachers, special education supervisors, executive director of special education</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>Consent for Evaluation, Special Education Manager (SEM) PEIMS, Evaluation Personnel documentation, Special Education Operating Guidelines, Legal Framework, ESC XI</p>	[]	[]		<p>PEIMS monthly reports verifying compliance with timelines.</p>	<p>100% compliance as required by Office of Special Education (USDE).</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Students will successfully complete public school by fulfilling transition activities identified in their IEPs that lead to graduation and support postsecondary goals</p> <p>Person(s) Responsible: Students, parents, special and general education teachers, secondary transition teachers, high school counselors, campus teams, special education supervisors, executive director of special education.</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>Individualized Education Plans(IEP),Transition materials and curriculum, Community based instruction, Secondary Transition teachers, high school counselors, adult service agencies providers, Legal Framework, ESC XI</p>	[]	[]		<p>Inclusion of all required components in IEPs for students beginning age 14.</p>	<p>100 % compliance with as required by OSEP (USDE).</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Reduce PBMAS performance levels from one (1) to zero for Special Education representation.</p> <p>Person(s) Responsible: executive director of special education, special education supervisors, special education campus personnel (teachers, diagnostians, speech therapists, licensed specialists in school psychology), campus administrators, counselors, ARD Committee members.</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>ARD Committee members, Special Education Operating Guidelines, training, Individualized Education Plans (IEP), RTI campus teams, ESC XI</p>	[]	[]		<p>Analysis of data, documentation of discussion with campus teams.</p>	<p>District rate reduction, closer to state rate, on 2012 PBMAS report.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Reduce PBMAS performance levels from one (1) to zero for African American representation, Hispanic representation</p> <p>Person(s) Responsible: executive director of special education, special education supervisors, special education campus personnel (teachers, diagnostians, speech therapists, licensed specialists in school psychology), campus administrators, counselors, ARD Committee members.</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: [X] Initial (Beginning) [] Interim (Formative) [X] Final (Summative)</p>	<p>ARD Committee members, Special Education Operating Guidelines, training, Individualized Education Plans (IEP), RTI campus teams, Bilingual Education Department, ESC XI, ESC 2, TEA, local universities</p>	[]	[]		<p>Analysis of data, documentation of discussion with campus teams.</p>	<p>District rate reduction, closer to state rate, on 2012 PBMAS report.</p>	<p>[] CNA [] RS [] IHQ [] OPD [] AHQ [] PI [] T [] A [] AA [] C</p>	<p>[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI</p>
<p>Reduce the district Determination status from Needs Assistance to Meets Requirements.</p> <p>Person(s) Responsible: Evaluation professionals/ Case Managers (educational diagnosticians, speech therapists), clerical support, General and special education teachers, special education supervisors, executive director of special education</p> <p>Completion Date: Fall 2013</p> <p>Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)</p>	<p>Evaluation personnel documentation, TEA Reports (SPP, RF, PBMAS), Special Education Manager (SEM), PEIMS, Legal Framework, ESC XI, TEA,</p>	[]	[]		<p>Analysis of data, data indication of movement to target.</p>	<p>District report indicating "meets requirements" status.</p>	<p>[] CNA [] RS [] IHQ [] OPD [] AHQ [] PI [] T [] A [] AA [] C</p>	<p>[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI</p>

Special Education Compliance

WIG 2 – Ideal State (Goal):

Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>All students with disabilities will receive quality instruction that enhances learning and assessment performance.</p> <p>Person(s) Responsible: General and special educators Campus level administrative staff Counselors Special Education support staff Special Education supervisors Executive Director of Special Education</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[]	[]		Students with disabilities meet district/state standard/expectation on district/state assessment.	Students with disabilities meet district/state standard/expectation on district/state assessment. District meet AYP.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Staff development and guidance that expands teacher knowledge in the implementation of specially designed instruction, IEP development and implementation and data collection.</p> <p>Person(s) Responsible: General and special educators Campus level administrative staff Counselors Curriculum staff Special Education support staff Special Education supervisors Executive Director of Special Education</p> <p>Completion Date: Spring 2014</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>State Guidance related Standards Based IEP Training, ESC XI, ESC XX, local universities, curriculum department, independent consultants</p>	[]	[]		<p>Standards Based IEPs, student success in classrooms, improvement on benchmarks</p>	<p>Standards Based IEPs in ARD/IEP documentation, District Assessment Reports indicating students with disabilities increase in performance.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Bilingual Compliance

WIG 1 – Ideal State (Goal):

Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing standard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines.</p> <p>Person(s) Responsible: Admin/LPAC/Campus Staff</p> <p>Completion Date: within 20 days of enrollment</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Testing kits, Paraprofessionals, Teachers	[]	[]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215.</p> <p>Person(s) Responsible: LPAC Chair/ Campus Administrators</p> <p>Completion Date: Upon enrollment, mid-year, end-of-year</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Staff	[]	[]		Review blue folder LEP documentation, LPAC meetings	PEIMS (LEP Report)	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction.</p> <p>Person(s) Responsible: All Staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Textbooks, Staff	[]	[]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas.</p> <p>Person(s) Responsible: All Staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	SIOP, Materials, Staff	[]	[]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines.</p> <p>Person(s) Responsible: Admin/ Staff</p> <p>Completion Date: Each 6 wks.</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Programs, Staff	[]	[]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB.</p> <p>Person(s) Responsible: Admin/ Staff</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Materials, Staff	[]	[]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing.</p> <p>Person(s) Responsible: Admin/ Staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Materials, Staff	[]	[]		Student Performance	STAAR/EOC Performance TELPAS results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs.</p> <p>Person(s) Responsible: Admin/ BE/ESL Staff</p> <p>Completion Date: Campus Staff Dev. days</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Materials, Trainers	<input type="checkbox"/>	<input type="checkbox"/>		Teacher participation, Eduphoria	Student performance on PBMAS	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB.</p> <p>Person(s) Responsible: Admin/ BE/ESL staff/District Testing Coordinator</p> <p>Completion Date: March</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	<input type="checkbox"/>	<input type="checkbox"/>		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates</p> <p>Person(s) Responsible: Admin/ BE/ESL Staff</p> <p>Completion Date: January</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Trainers; Materials; TEExES exam	<input type="checkbox"/>	<input type="checkbox"/>		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs .</p> <p>Person(s) Responsible: Admin/Staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Materials, Presenters	<input type="checkbox"/>	<input type="checkbox"/>		Parent participation	Student performance on PBMAS	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate.</p> <p>Person(s) Responsible: LPAC chairs, Testing Coordinators and Program Supervisor</p> <p>Completion Date: October</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	LEP Report	[]	[]		October Snapshot	STAAR/EOC student documents	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The school will provide required instructional time for ESL services for bilingual and ESL students.</p> <p>Person(s) Responsible: LPAC Chair, Campus Admin.</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Certified Teachers, ESL resources	[]	[]		LPAC Paperwork	PEIMS coding	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation.</p> <p>Person(s) Responsible: Counselor/ LPAC chair</p> <p>Completion Date: June</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Counselor, graduation plan	[]	[]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accommodate instruction to ensure students' progress one level to meet the state ELL Progress indicator.</p> <p>Person(s) Responsible: TOT/Admin.</p> <p>Completion Date: June</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	TEKS/ELPS	<input type="checkbox"/>	<input type="checkbox"/>		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):

Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students.</p> <p>Person(s) Responsible: Admin./BE/ESL Coordinators</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>SIOP materials handouts teacher resources trainers</p>	[]	[]		<p>Teacher participation Classroom observation</p>	<p>STAAR/EOC Performance TELPAS Results</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing.</p> <p>Person(s) Responsible: Campus Administrators</p> <p>Completion Date: upon hiring</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment</p>	[]	[]		<p>Classroom instruction observation, Bilingual Certification Teacher Writing Samples</p>	<p>Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. Person(s) Responsible: Campus Administrator, teachers Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	supplemental instructional materials and resources	[]	[]		teacher lesson plans including ELPS	AMAOs results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide opportunities for parent involvement through bilingual communication, parent informational meetings and reporting student progress. Person(s) Responsible: Campus Administrator, LPAC Chairperson, BE/ESL Staff Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newsletters, flyers etc. in English and Spanish	[]	[]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. Person(s) Responsible: Campus Administrator, BE/ESL Department Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	supplemental math and science materials,	[]	[]		classroom resources	STAAR/EOC Performance TELPAS Results	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):

Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly.</p> <p>Person(s) Responsible: ESC Region XI SSA (Shared Service Agreement)</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	NGS generated PFS report	[]	[]		enrolled migrant students	Report of services provided to students	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year.</p> <p>Person(s) Responsible: ESC Region XI staff and school contact Summer school teacher</p> <p>Completion Date: July</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	math curriculum reading curriculum	[]	[]		Priority for Services Report	Pre/post tests	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual</p> <p>Person(s) Responsible: ESC XI staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	UT Austin Graduation Enhancement Program	[]	[]		9th grade course sheets	Course completion rates	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students</p> <p>Person(s) Responsible: ESC XI staff and school counselors</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student transcripts	[]	[]		Priority for services report, PGP	Graduation rate of migrant students	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Monitor NGS course completion for PFS students with late entry and early withdrawal</p> <p>Person(s) Responsible: ESC XI Migrant Staff</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	NGS reports, student transcripts	[]	[]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning.</p> <p>Person(s) Responsible: ESC XI migrant consultant</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Purchase Order/contract	[]	[]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP).</p> <p>Person(s) Responsible: ESC XI migrant staff</p> <p>Completion Date: February</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	List of students traveling to different states	[]	[]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students</p> <p>Person(s) Responsible: ESC NGS specialist ESC Migrant consultant</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>NGS PFS student report Parent meeting Handouts Registration</p>	[]	[]		enrolled migrant students	<p>Completed reports Completed parent conference form</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal.</p> <p>Person(s) Responsible: ESC Migrant consultant</p> <p>Completion Date: May</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>District policy and procedures Staff development event (registration) Event agenda</p>	[]	[]		migrant students registered	<p>District policy/procedures</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts Person(s) Responsible: ESC Migrant staff and school staff Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Meeting materials	[]	[]		enrolled migrant students	Meeting agenda Registration/sign in sheet	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide parents with information on community health services and non-profit agencies at parent meetings Person(s) Responsible: ESC Migrant consultant, community agencies Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Brochures, fliers, Marketing materials	[]	[]		enrolled migrant students	Feedback from families and health/social services agencies	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families Person(s) Responsible: ESC Migrant consultant Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Brochures, fliers, Marketing materials	[]	[]		enrolled migrant students	Feedback from families and health/social services agencies	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school Person(s) Responsible: ESC migrant recruiters/consultants Completion Date: May Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	none	<input type="checkbox"/>	<input type="checkbox"/>		PFS migrant students	feedback from parents, student performance	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Health Services Compliance

WIG 1 – Ideal State (Goal):

All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenings are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels Person(s) Responsible: Campus Nurse Completion Date: Fall Semester Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Campus RN, Collaboration with Campus administration in scheduling and completing required screenings	[]	[]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new admissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Vision and hearing problems will be identified with referrals for additional evaluation and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Vision and Hearing Screening- Request of teacher, parent , student Person(s) Responsible: Campus RN Administrator, Classroom Teacher, Parent Completion Date: ongoing Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Campus RN	[]	[]		Any student who is referred for vision or hearing screening will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Vision and hearing problems will be identified with referrals for additional evaluation and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment Person(s) Responsible: Campus RN Completion Date: Fall Semester Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Campus RN Collaboration with Campus administration in scheduling and completing required screenings	[]	[]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identified as possibly at risk to develop type li diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrals for additional evaluation and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Postural Screening Person(s) Responsible: Campus RN Completion Date: Spring Break Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Campus RN Collaboration with Campus administration in scheduling and completing required screenings	[]	[]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrals for additional evaluation and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):

All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>School Nurses- Role of Nurse after notification</p> <p>Person(s) Responsible: Campus RN</p> <p>Completion Date: upon receipt of information</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Parent Health Care Provider Child Nutrition</p>	[]	[]		<p>School RN will have documentation:</p> <p>1) the student's risk for anaphylaxis- with the allergen listed</p> <p>2) Student's knowledge and ability to identify allergen</p> <p>3)Plan of Emergency Care -signed by physician and parent</p> <p>4) Notification to Child Nutrition and Cafeteria Site Manager</p> <p>5) Documentation of permission for info to be shared and to whom and how much could be shared</p> <p>5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permitted by parent</p>	<p>Knowledge of student's specific allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus RN Person(s) Responsible: Campus RN Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Parent Health Care Provider	<input type="checkbox"/>	<input type="checkbox"/>		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well-defined emergency plan for the student.	Knowledge of student's specific allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Emergency Care Training of Personnel Person(s) Responsible: Campus RN Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	<input type="checkbox"/>	<input type="checkbox"/>		Each campus will ensure that at least one person is present and available to administer Epinephrine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specific allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Annual Employee Training Person(s) Responsible: Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Safe School Campus RN	<input type="checkbox"/>	<input type="checkbox"/>		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):

In compliance with TEC 33.202 for Required Safety Training, safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include: CPR/AED certification, emergency action planning, communicating effectively with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those participating in extracurricular athletic activities must be completed.

In compliance with TEC 22.902, the District will annually make available to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Required Safety Training -Staff</p> <p>Person(s) Responsible: Campus Required to have training Campus RN - CPR/AED skills check off</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>The training must include : CPR/AED certification, emergency action planning, communicating effectively with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill.</p> <p>Safe School CPR/AED- Campus RN</p>	<input type="checkbox"/>	<input type="checkbox"/>		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Required Safety Training-Students involved in athletics</p> <p>Person(s) Responsible: Coaches and Trainers</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>The training must include: 1) recognizing the symptoms of potentially catastrophic injuries 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance</p>	<input type="checkbox"/>	<input type="checkbox"/>		Documentation of training-	Students will be able to recognize the potential of catastrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Required CPR and AED Training- TEC 22.902</p> <p>Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers.</p> <p>Person(s) Responsible: Campus RN and individual employee</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>The district shall annually make available to district employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.</p>	[]	[]		<p>Each employee will maintain written documentation of their training</p>	<p>Staff and personnel better equipped to care for staff and students</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):

Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent will be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Health Services- referrals to the health room</p> <p>Person(s) Responsible: Campus RN</p> <p>Completion Date: ongoing</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with band aids to use if needed.</p>	[]	[]			<p>Decrease the amount of instruction time lost on unnecessary referrals. Health room visits can be monitored</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Health Room- Exclusions for Illness based on state guidelines</p> <p>Person(s) Responsible: Campus RN, staff</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is available from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.</p>	[]	[]				<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Instruction for Healthy lifestyle and illness prevention</p> <p>Person(s) Responsible:</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention</p>	[]	[]		<p>Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher</p>		<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):

The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge Person(s) Responsible: Director of Health Services. DISD Insurance and Benefits dept, and DRMC Completion Date: Mid November Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)		[]	[]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Health Promotion for Staff Person(s) Responsible: Director Completion Date: ongoing Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Employee Wellness Committee	[]	[]		Information sent to campuses for posting on Wellness Bulletin Board		<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide employees with information on resources to meet their physical and medical needs Person(s) Responsible: Campus RN Completion Date: ongoing Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Faculty meetings Individual meeting with campus RN	[]	[]			Evidence of positive outcomes from medical intervention	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff Person(s) Responsible: Director Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Jazzercise	<input type="checkbox"/>	<input type="checkbox"/>		Participation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Health Promotion for Staff Person(s) Responsible: Director and members of Health Services Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Employee Wellness Day and Health Fair	<input type="checkbox"/>	<input type="checkbox"/>		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):

Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students.</p> <p>Person(s) Responsible: GT Coordinator, GT teachers, Principals</p> <p>Completion Date: December or June</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI	[]	[]		Certificates from the get workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>After completion of the initial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop.</p> <p>Person(s) Responsible: GT Coordinator, GT Teachers, Principals</p> <p>Completion Date: June</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	GT Teachers, GT Presenters, Current Research, TAGT conference, SMU Lecture Series, ESC Region XI	[]	[]		Certificates from the get workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

School Counseling Compliance

WIG 1 – Ideal State (Goal):

Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support.</p> <p>The Guidance Plan must:</p> <ul style="list-style-type: none"> • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities <p>Person(s) Responsible: School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model. Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive</p>	<p>Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.a.spx?id=4207</p> <p>Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form</p> <p>O Drive Counseling Services Folder: Forms include</p> <ul style="list-style-type: none"> • -Vanderbilt Scales for screening • -At Risk Assessment • -Parent notification of At-Risk status (English and Spanish) • -and Other forms <p>Eduphoria/Aware contains RTI, 504, PGP forms</p> <p>Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists.</p>	[]	[]		<ul style="list-style-type: none"> • Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor 	<p>On Site visits by central office staff.</p> <p>Counselor participation in regularly scheduled Counselor meetings and staff development training.</p> <p>Data analysis:</p> <ul style="list-style-type: none"> • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of dropout rates and increase in promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs & alcohol, dating 	<p>[] CNA [] RS [] IHQ [] OPD [] AHQ [] PI [] T [] A [] AA [] C</p>	<p>[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI</p>

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling.</p> <p>Completion Date: 3 to 5 year cycles from program planning, implementation and evaluation</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting.</p> <p>Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.</p>				<ul style="list-style-type: none"> project and plan; Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. Submission of At Risk Reports 	<p>violence, harassment, and suicide prevention)</p> <p>Accountability Project Results Reports</p> <p>Counselor Annual evaluations by principals</p>		
<p>2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local:</p> <ul style="list-style-type: none"> Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 <p>Person(s) Responsible: School Counselors; Class Advisors; Principals</p> <p>Completion Date: See Policy EJ and Guidance Plan</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements;</p> <p>Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,</p>	[]	[]		<p>Calendar of events citing meetings designed to meet the requirements of the law;</p> <p>Materials developed to disseminate information to students, staff, and parents;</p> <p>Website information about the importance of post-secondary education and financial aid opportunities and requirements;</p> <p>Slideshows and/or videos developed for group guidance;</p> <p>Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.</p>	<p>Increase in numbers of students and parents attending informational events related to academic guidance for higher and post-secondary education opportunities;</p> <p>Increased enrollment in college preparatory classes;</p> <p>Increased enrollment in institutions of higher education and post-secondary training.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Generation Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following:</p> <ul style="list-style-type: none"> Higher education and post-secondary options; Admission requirements (gpa; required coursework; assessments) Rules for Automatic Admission Financial Aid availability and Requirements Speaker to promote the importance of higher education <p>Elementary Schools are encouraged to participate with a College Week or College Day campus activity.</p> <p>New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April.</p> <p>Person(s) Responsible: Principals, Counselors, Teachers</p> <p>Completion Date: HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Policy EHBK;</p> <p>Counselor Guidance Materials;</p> <p>College Ed Materials from College Board;</p> <p>Path To Scholarships Groups-- Leaders and materials;</p> <p>THECB and College for All Texans websites</p> <p>ACT and College Board Websites</p> <p>http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials</p>	[]	[]		<p>Agendas, notes and recommendations from "Generation Texas" campus planning team;</p> <p>Guidance Plan and Calendar</p> <p>District and Campus PR efforts</p>	<p>increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>4. Per FFEA, Annually conduct Parent preview of guidance program. All materials to be used shall be available during school hours along with description of types of activities included.</p>	<p>Resources listed in Lead1; Campus Annual Guidance plan; Campus Counseling services brochure; Camus Counseling Website;</p>	[]	[]		<p>Schedule and promote Parent Preview for Guidance Program;</p> <p>Make available Parent</p>	<p>Inventory of Guidance program materials and annual growth of resources;</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Person(s) Responsible: Campus Counselor with support from Campus Admin. and District Counseling Services teams</p> <p>Completion Date:</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Guidance Lessons; DAVE; Character Education materials; ASCA Guidance Binders; Steps to Respect and Second Step Kits; Other Campus purchased materials				comment cards to solicit input; Invite parents to serve on Guidance Advisory Committee.	parent surveys and comments; Counseling Budget review	<input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who:</p> <ul style="list-style-type: none"> Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the District. <p>A PGP must:</p> <ul style="list-style-type: none"> Identify educational goals for the student Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies. Include an intensive instruction program described in EHCB Address participation of the student's parent or guardian, in-clouding consideration of the parent's or guardian's educational expectations for the student, and Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. <p>In addition, the PGP for each student entering 9th grade should identify a course of study that promotes college and work force readiness, career planning and transition from secondary to post-secondary education. A student's IEP developed under EHBAB may be used as that student's PGP</p>	<p>District and Campus PGP forms located on Aware</p> <p>At risk data including list of students failing one or more STAAR or EOC exams, or where applicable--TAKS</p> <p>Board Policy EIC</p>	[]	[]		<p>Assignment of PGP responsibility to guidance counselor, teacher, or other appropriate individuals;</p> <p>Development of annual list of students at risk of not graduating with their class.</p> <p>Meetings scheduled with students and parents to develop and or review PGP</p>	<p>PGPs signed and delivered to Parents and on file with campus;</p> <p>Improvement in measures of academic achievement;</p> <p>removal from at-risk list;</p> <p>High School graduation achieved.</p>	<p>[] CNA [] RS [] IHQ [] OPD [] AHQ [] PI [] T [] A [] AA [] C</p>	<p>[] RMS [] P [] SBR [] C [] IHQ [] PD [] PI [] PCI</p>

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Person(s) Responsible: Counselor, Teacher, administrators as assigned by principals</p> <p>Completion Date: 8th grade and annual HS review</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>								

School Counseling Compliance

WIG 3 – Ideal State (Goal):

Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require:</p> <ul style="list-style-type: none"> -Procedures must cover behaviors on the buses, in school and at school events -Documentation of annual staff training and notification of SCOC rules to parents and students. -System of supervision -Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -Guidelines for investigation and timely reporting to parents of involved students -Separate counseling opportunities for victims, witnesses, and bully -Prohibition of retaliation -Prevents disciplinary measures in cases of self-defense against bullying., ; <p>Person(s) Responsible: Principal and Campus committee; Counselors; all Staff; in collaboration with Parents</p> <p>Completion Date: Oct. 1 date for Plan</p> <p>Benchmark Timeline: <input checked="" type="checkbox"/> Initial (Beginning) <input checked="" type="checkbox"/> Interim (Formative) <input checked="" type="checkbox"/> Final (Summative)</p>	<p>District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder)</p> <p>Character Education and Bully Prevention Materials selected by campus committee</p> <p>School Health Advisory Committee</p> <p>Stan Davis materials found at www.stopbullyingnow.com</p>	[]	[]		<p>Campus committee meetings and agendas;</p> <p>Needs Assessments/campus surveys</p> <p>Lists of materials for classroom guidance, staff and parent education identified and ordered</p> <p>Parent information documents developed and distributed</p> <p>Trainings developed and attended annually at campus level and as offered by district.</p>	<p>Plan submitted to Director of Counseling services annually by Oct. 1</p> <p>Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year.</p> <p>Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required.</p> <p>Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):

All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 1041, sexual assault, substance abuse, and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. Both Substance abuse and violent behaviors will be addressed in guidance lessons as well as through the DAVE modules</p> <p>Person(s) Responsible: Campus principal / SDFS Coordinator & instructional staff with assistance of campus counselors</p> <p>Completion Date: Spring</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[]	[]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship aggression and sexual assault prevention and the tenets of HB 121 and 1041. The intent is to empower students with skills in conflict resolution, and personal safety concerns. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Staff awareness programs will be scheduled early in the school year.</p> <p>Person(s) Responsible: Campus administrator & campus counselors</p> <p>Completion Date: Spring</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)</p>	[]	[]		<p>Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness</p>	<p>Reduction in campus violence per PEIMS</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills.</p> <p>Person(s) Responsible: Campus counselors / Student and Staff Assistance Supervisor</p> <p>Completion Date: Spring</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Campus counselors / Student and Staff Assistance Supervisor</p>	[]	[]		<p>Counselors complete all training efforts and understand their role in a crisis event</p>	<p>Post-vention assessment reviews</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Provide employees with support and information on resources to address their personal psycho-social needs Provide employees with support and information on resources to address their personal psycho-social needs</p> <p>Person(s) Responsible: Campus Counselors / Student and Staff Assistance Supervisor</p> <p>Completion Date: Spring</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefit changes mid-year, updates on mental health services will be addressed with all faculty.</p>	[]	[]		Comprehensive faculty orientation scheduled	<p>Utilization review of EAP data and benchmarks set for review of transition to new policy</p> <p>Evidence of positive outcomes by campus counselors and review of services by Employee. Assistance program liaison</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>All campus counselors will promote the ChooseToCare website for reporting student and staff concerns anonymously</p> <p>Person(s) Responsible: Campus Counselor, Student Assistance Supervisor, Campus Principal</p> <p>Completion Date: Annual promotion through year</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>ChooseToCare Website at www.choosetocare.com</p>	[]	[]		Student and staff awareness and use and access to the website	<p>Referrals made with closure of concerns reported</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):

All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship aggression and sexual assault prevention and the tenets of HB 121 and 1041. The intent is to empower students with skills in conflict resolution, and personal safety concerns. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Staff awareness programs will be scheduled early in the school year.</p> <p>Person(s) Responsible: Student Assistance Counselors / Campus Counselors & Program Supervisor</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Project Alert as core curriculum, United Learning curriculum downloads/video streaming, Second Step, community domestic violence agency addressing relational violence, sexual abuse. Annual ChooseToCare (CTC) Student Drug Use and Violence Survey START Tri-fold, Student, Staff, and Parent tri-fold on sexual abuse and dating violence, HELPLINES</p>	[]	[]		<p>Students and parents follow through with appropriate counseling</p>	<p>Improvement in grades, attendance and behavior</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline</p> <p>Person(s) Responsible: Campus & Student Asst. Counselors</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	As Needed- All campus counseling staff	<input type="checkbox"/>	<input type="checkbox"/>		Students are more engaged in academic endeavors	Post-vention assessment reviews	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool</p> <p>Person(s) Responsible: Campus & Student Asst. Counselors</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	As Needed - All campus counseling staff and Department of Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>		Increased parent participation	Post-vention assessment reviews	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills</p> <p>Person(s) Responsible: Campus counselors / District Coordinators for Crisis Events</p> <p>Completion Date: As needed</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	As Needed - All campus counseling staff and Department of Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Provide employees with support and information on resources to address their personal psychosocial needs</p> <p>Person(s) Responsible: Campus counselors / Staff Assistance Supervisor</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	<input type="checkbox"/>	<input type="checkbox"/>		Comprehensive faculty orientation	Utilization review of EAP data	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Adjust schedule of canine drug detection program with funding reduction Person(s) Responsible: Student and Staff Assistance Supervisor Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	local funds	<input type="checkbox"/>	<input type="checkbox"/>		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in "possession offenses" on campus	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Provide employees with support and information on resources to address their personal psycho-social needs Person(s) Responsible: Completion Date: Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefit changes mid-year, updates on mental health services will be addressed with all faculty.	<input type="checkbox"/>	<input type="checkbox"/>		Dates of presentation to faculty - beginning of school year	Utilization reports from UBH and Staff Assistance Supervisor	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):

All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Provide staff awareness programs addressing signs and symptoms of</p> <ul style="list-style-type: none"> • substance abuse • violent behavior. • victims of relationship aggression in preparation for making appropriate referrals to the Student Assistance Counselor or other appropriate resource. <p>All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship aggression and sexual assault prevention and the tenets of HB 121 and 1041. The intent is to empower students with skills in conflict resolution, and personal safety concerns. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Staff awareness programs will be scheduled early in the school year.</p> <p>Person(s) Responsible: Campus Counselors / Student Assistance Counselor</p> <p>Completion Date: Fall Annually</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student Assistance Counselors and counseling team	[]	[]		<p>Schedule dates for programs -</p> <p>Review annual referrals to Care Team -</p> <p>Review discipline referrals for the campus</p>	<p>Decline in student drug use and violence as indicated by year-end PEIMS #s</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure</p> <p>Person(s) Responsible: Campus Admin./ Campus & Student Assistance Counselor</p> <p>Completion Date: On-going annually</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Counseling and administrative team	<input type="checkbox"/>	<input type="checkbox"/>		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline</p> <p>Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship aggression and sexual assault prevention and the tenets of HB 121 and 1041.</p> <p>Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year.</p> <p>Person(s) Responsible: Campus & Student Assistance Counselor ; District Title IV program supervisor</p> <p>Completion Date: Annual, On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student Assistance Counselors and counseling team	<input type="checkbox"/>	<input type="checkbox"/>		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool</p> <p>Person(s) Responsible: Campus referral system through counseling and student assistance supervisor</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student Assistance Counselors and counseling team	<input type="checkbox"/>	<input type="checkbox"/>		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills</p> <p>Person(s) Responsible: District Counseling Crisis Team, SAC Supervisor and Director</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student Assistance Counselors and counseling team	[]	[]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
<p>Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence</p> <p>Person(s) Responsible: Student Assistance Counselors, Guidance Counselors, Supervisor of Student Assistance</p> <p>Completion Date: On-going</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	Student Assistance Counselors and counseling team	[]	[]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide employees with support and information on resources to address their personal psychosocial needs Person(s) Responsible: Staff Assistance Supervisor Completion Date: Fall / on-going Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[]	[]		Dates of presentation to faculty - beginning of school year	Utilization reports from UBH and Staff Assistance Supervisor	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI
Adjust canine drug detection program with reduction in funding Person(s) Responsible: Student Assistance Supervisor Completion Date: Annually Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Student Assistance Program Supervisor	[]	[]		Consistent coverage of all secondary campuses	Reduction in "possession offenses" on campus	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

**2012-13 Compliance WIGs
Denton Independent School District**

Social Work Services Compliance

WIG 1 – Ideal State (Goal):

100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical wellbeing of students and their families on each DISD campus Person(s) Responsible: Coordinator of Social Services Completion Date: 6/2013 Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[]	[]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Bi-Lingual, CIS, 21st Century, Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinent workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):

100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses</p> <p>Person(s) Responsible: Homeless Liaison</p> <p>Social Services secretary and assistant</p> <p>Principals</p> <p>Registrars</p> <p>Transportation</p> <p>Child Nutrition</p> <p>DISD Attendance Officers</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Title 1 Funds for school supplies for homeless families</p> <p>Brochures and materials provided by TEA for dissemination at a district and community level</p> <p>Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round</p>	[X]	[]		<p>Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD</p> <p>Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation</p> <p>Upon determination of homelessness:</p> <ul style="list-style-type: none"> • student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest • receive transportation from current residence back to school of origin • qualify immediately for Child Nutrition Programs • participate fully in all school activities and programs they are eligible for • contact the district 	<p>Increase in enrollment stability</p> <p>Decrease in dropouts</p> <p>Decline in student transfers</p> <p>Decrease in absences</p> <p>Increase in academic success</p> <p>Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations</p> <p>Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school</p> <p>Increase positive relationships between campus and family</p> <p>Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					<p>liaison to resolve any disputes that arise during the enrollment process</p> <ul style="list-style-type: none"> • student retains homeless status for entire school year • students experiencing homelessness are enrolled in school even if lacking necessary records <p>Every family identified as homeless is provided:</p> <ul style="list-style-type: none"> • referrals for community assistance • support to the child at school and at home • referrals for counseling and mental health assistance when requested • assistance in applying for Medicaid and Food Stamps • direct social work services • school supplies and backpacks purchased with Title 1 funds <p>Notification of campus principals and registrars regarding ongoing training opportunities at Region XI</p> <p>Sign in sheets at trainings</p> <p>Annual training at beginning of year for all</p>	Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					<p>district registrars by homeless liaison and social services secretary and assistant</p> <p>Clarification and ongoing support through Texas Homeless Education Office</p> <p>Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento</p> <p>Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed</p> <p>Homeless Liaison attends monthly Truancy Consequences meetings</p> <p>Homeless Liaison is member of the Denton County Homeless Coalition</p> <p>homeless data entered by social services and assistance secretary on a regular basis</p>			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):

100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby.</p> <p>Person(s) Responsible: CEHI Instructor Teen Parent Program Coordinator</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>CEHI instructor</p> <p>Teen Parent Program Coordinator</p>	[]	[X]	1	<p>Compliance with Pregnancy Related Services</p> <p>Attendance data</p> <p>Completion rates</p> <p>Dropout rates</p> <p>Comprehensive case management services provided from the time the pregnancy is identified until the student is released to full time instruction</p> <p>Attendance at Region XI workshops for PRS</p>	<p>Decrease in dropout rate</p> <p>Increase in completion rates</p> <p>Increase in ADA</p> <p>Supportive transition back to full time instruction</p> <p>Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends</p>	<p><input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C</p>	<p><input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI</p>

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead).</p> <p>Person(s) Responsible: SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	CEHI instructor Teen Parent Program Coordinator	[]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive case management services provided from the time the pregnancy is identified until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decrease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
State Waiver to provide on-campus CEHI at FMHS Person(s) Responsible: CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS Completion Date: 6/2013 Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	<input type="checkbox"/>	<input checked="" type="checkbox"/>		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):

100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physician to determine if student meets criteria for homebound instruction.</p> <p>Person(s) Responsible: Campus Administrator or Designee</p> <p>General Education Homebound Coordinator</p> <p>GEH Instructor</p> <p>Campus Attendance Committee</p> <p>Students classroom teachers</p> <p>Parent or guardian of student</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Comp ED funds for 2 GEH Instructors</p> <p>Homebound Coordinator</p>	[]	[X]	2	<p>Compliance with TEA</p> <p>Early identification of need for homebound services</p> <p>Homebound meeting held at home campus at time medical necessity for homebound is provided by physician</p> <p>Homebound Coordinator acts as liaison between campus, parent, and physician</p> <p>Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction</p> <p>Attendance logs sent weekly to home campus</p>	<p>Decrease in dropout rate</p> <p>Increase in completion rates</p> <p>Increase ADA</p> <p>Increase in awareness of policy and procedure of GEH at district and campus level</p> <p>GEH documents accessible to campus on O drive</p> <p>Increase ability to transition back to full time instruction</p> <p>Increase in ability to meet the unique and challenging needs of individual students</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):

To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Teen Parent Social Workers provide social services and case management to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD.</p> <p>Person(s) Responsible: Teen Parent Social Workers</p> <p>Coordinator of Teen Parent Program</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Comp Ed Funding</p> <p>2 half time social work positions</p> <p>Director of Counseling Services</p> <p>Campus Counselors</p> <p>Student Assistance Counselors</p> <p>Nurses</p> <p>CATE Counselors</p> <p>CIS</p> <p>Transportation Dept.</p>	[]	[X]	2	<p>Social Workers provide for:</p> <ul style="list-style-type: none"> • individual, peer, family and group counseling and support • assistance with child care needs • transportation for students and their children to school and childcare centers • instruction related to knowledge and skill in child development, parenting and home and family living • assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs <p>Documentation of case management services by the teen parent social workers</p> <p>PEIMS and PRS data entered for funding and accountability by teen parent coordinator</p>	<p>Increase in completion rates</p> <p>Decrease in dropout rates</p> <p>Increased ADA</p> <p>Maintain level of social work support to campuses</p> <p>Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					<p>Social workers highly qualified and attending graduate school</p> <p>Teen Parent staff attend Region XI trainings, conferences and workshops pertaining and applicable to the program and students served</p> <p>Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities</p> <p>Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses</p>			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):

To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self-confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
<p>Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments</p> <p>Person(s) Responsible: Coordinator of Social Services Social Services assistant and secretary</p> <p>Completion Date: 6/2013</p> <p>Benchmark Timeline: <input type="checkbox"/> Initial (Beginning) <input type="checkbox"/> Interim (Formative) <input type="checkbox"/> Final (Summative)</p>	<p>Title 1 Funding from Title 1 schools</p> <p>Practical Parent Education Curriculum and Training</p> <p>Love and Logic Curriculum And training</p> <p>Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors)</p> <p>PTA</p> <p>Publications</p> <p>Communications and Public Relations</p> <p>TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers</p> <p>TAMS volunteers</p> <p>Attendance Officers</p> <p>Teen Parent Social Workers</p> <p>Bilingual/ESL</p> <p>Adult and Community Education</p> <p>CIS</p> <p>21st Century</p>	[X]	[]		<p>District wide Parent Education classes, English and Spanish,</p> <p>Annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined)</p> <p>Planning parent education opportunities for families whose children attend Gonzalez School for Young Children</p> <p>Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes</p> <p>Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS</p> <p>Coordinator of Social Services provides home visits and campus visits for at risk families per campus request</p> <p>Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and</p>	<p>Increase parental potential</p> <p>Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be</p> <p>Increase children's potential to be successful at school and in their home environment</p> <p>Foster a school climate that is positive and welcoming</p> <p>Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults</p> <p>Raise awareness of programs and support offered within DISD</p> <p>Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative</p>	<input type="checkbox"/> CNA <input type="checkbox"/> RS <input type="checkbox"/> IHQ <input type="checkbox"/> OPD <input type="checkbox"/> AHQ <input type="checkbox"/> PI <input type="checkbox"/> T <input type="checkbox"/> A <input type="checkbox"/> AA <input type="checkbox"/> C	<input type="checkbox"/> RMS <input type="checkbox"/> P <input type="checkbox"/> SBR <input type="checkbox"/> C <input type="checkbox"/> IHQ <input type="checkbox"/> PD <input type="checkbox"/> PI <input type="checkbox"/> PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					<p>activities held within DISD</p> <p>Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals</p> <p>Foster parental growth that aligns with child's social, emotional and academic growth and development</p> <p>Engage disenfranchised and at risk families</p> <p>Support and assist with parent education activities provided on DISD campuses throughout the school year</p>	<p>ways they encourage and invite families to learn and grow that support the campus and the home environment</p> <p>Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback</p> <p>Attend conferences and workshops for parent educators</p>		

PENTAMATION ENTERPRISES, INC.
 DATE: 05/20/2013
 TIME: 15:54:45

DENTON ISD
 EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
 EXPSTALL

SELECTION CRITERIA: orgn.fund='1953'
 ACCOUNTING PERIOD: 11/13

SORTED BY: 1ST SUBTOTAL,ACCOUNT
 TOTALED ON: 1ST SUBTOTAL
 PAGE BREAKS ON:

1ST SUBTOTAL-61 SALARY SUBTOTAL

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/BUD
6100	TOTAL PAYROLL COSTS	854,308.08	.00	.00	.00	854,308.08	.00
6112	SALARIES/WAGES SUBS	.00	.00	.00	148,236.00	-148,236.00	.00
6117	STIPENDS-PROFESSIONALS	43,960.74	.00	.00	28,309.87	15,650.87	64.40
6118	EXTRA DUTY PAY-PROFESS.	.00	.00	.00	33,809.95	-33,809.95	.00
6119	SALARIES OR WAGES	6,537,573.61	-1,516.64	.00	4,607,603.43	1,929,970.18	70.48
6129	SALARY SUPPORT PERSONNEL	125,684.61	.00	.00	93,476.34	32,208.27	74.37
6139	EMPLOYEE ALLOWANCES	13,092.53	.00	.00	5,137.06	7,955.47	39.24
6140	SOCIAL SECURITY	10,135.00	.00	.00	7,821.49	2,313.51	77.17
6141	MEDICARE	89,467.96	-7.65	.00	78,715.17	10,752.79	87.98
6142	GROUP HEALTH & LIFE INSU	245,869.34	-940.00	.00	202,777.46	43,091.88	82.47
6143	WORKERS' COMPENSATION	17,555.73	-3.96	.00	15,345.45	2,210.28	87.41
6146	TEACHER RETIRE/TRS CARE	133,083.36	-20.68	.00	116,752.08	16,331.28	87.73
	TOTAL SALARY SUBTOTAL	8,070,730.96	-2,488.93	.00	5,337,984.30	2,732,746.66	66.14

1ST SUBTOTAL-62 PROF/CONTRACT SERVICES

6200	HOST-MISC CONTRACT SERVI	136,206.10	.00	.00	.00	136,206.10	.00
6223	STUDENT TUITION	.00	1,869.00	.00	11,036.00	-11,036.00	.00
6269	RENTALS-OPERATING LEASE	.00	270.35	1,376.25	5,443.64	-6,819.89	.00
6294	PRINT SHOP CHARGES	.00	.00	.00	24,084.74	-24,084.74	.00
6296	CHILD CARE	.00	.00	.00	5,197.50	-5,197.50	.00
6299	MISC CONTRACTED SERVICES	.00	.00	.00	42,374.00	-42,374.00	.00
	TOTAL PROF/CONTRACT SERVICES	136,206.10	2,139.35	1,376.25	88,135.88	46,693.97	65.72

1ST SUBTOTAL-63 SUPPLIES & MATERIALS

6300	HOST-SUPPLIES & MATERIAL	238,273.25	.00	.00	.00	238,273.25	.00
6321	TEXTBOOKS	.00	.00	455.00	468.21	-923.21	.00
6329	READING MATERIALS	.00	28,914.80	9,076.38	75,184.70	-84,261.08	.00
6339	TESTING MATERIALS	.00	.00	4,143.28	6,655.70	-10,798.98	.00
6394	EQUIP > 1,000 AND < 5,00	.00	.00	.00	4,160.00	-4,160.00	.00
6395	PAPER, MASTERS, FLUID	.00	.00	612.50	1,971.25	-2,583.75	.00
6396	POSTAGE	.00	.00	.00	180.00	-180.00	.00
6398	TECHNOLOGY SUPPLIES	.00	.00	.00	1,416.83	-1,416.83	.00
6399	GENERAL SUPPLIES	.00	4,660.35	9,103.22	59,197.81	-68,301.03	.00
	TOTAL SUPPLIES & MATERIALS	238,273.25	33,575.15	23,390.38	149,234.50	65,648.37	72.45

1ST SUBTOTAL-64 OTHER OPERATING COSTS

6400	HOST-OTHER OPERATING EXP	148,226.03	.00	.00	.00	148,226.03	.00
6411	TRAVEL/SUBSIST-EMP ONLY	.00	4,827.50	3,323.50	43,134.24	-46,457.74	.00
6429	INSURANCE & BONDING COST	.00	400.00	.00	7,300.00	-7,300.00	.00
6494	DISD BUSES	.00	.00	.00	177.72	-177.72	.00
6495	DUES-CLUBS & OTHER ORGS	.00	.00	29.00	1,401.00	-1,430.00	.00
6498	FOOD & REFRESHMENTS	.00	.00	.00	341.19	-341.19	.00
6499	MISC OPERATING COSTS	.00	.00	.00	2,553.85	-2,553.85	.00
	TOTAL OTHER OPERATING COSTS	148,226.03	5,227.50	3,352.50	54,908.00	89,965.53	39.31

PENTAMATION ENTERPRISES, INC.
DATE: 05/20/2013
TIME: 15:54:45

DENTON ISD
EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
EXPST11

SELECTION CRITERIA: orgn.fund='1953'
ACCOUNTING PERIOD: 11/13

SORTED BY: 1ST SUBTOTAL,ACCOUNT
TOTALLED ON: 1ST SUBTOTAL
PAGE BREAKS ON:

1ST SUBTOTAL-64 OTHER OPERATING COSTS

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
TOTAL REPORT		8,593,436.34	38,453.07	28,119.13	5,630,262.68	2,935,054.53	65.85