

Three Rivers ISD 2008-2009

District Improvement Plan

2008-2009 School Year

District Improvement Plan
Three Rivers ISD 2008-2009

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Johanson, Mr. Mac	Superintendent	Three Rivers ISD	5-2008
Dye, Ms. Dianne	Elementary Principal	Three Rivers ISD	5-2008
Brooks, Ms. Hortensia	Middle School Principal	Three Rivers ISD	5-2008
Rohrbach, Mr. Kenneth	High School Principal	Three Rivers ISD	5-2008
Rushing, Mrs. Thomasine	Technology Director	Three Rivers ISD	5-2009
Morgan, Gerry	District Site Base Chairman	Three Rivers High School	5-2010
Saenz, Mr. Randy	Parent	Three Rivers ISD	5-2009
Sutherland, Mrs. Kris	Teacher	Three Rivers ISD	5-2008
Younts, Mrs. Cheryl	Teacher	Three Rivers ISD	5-2008
Loya, Mr. Jim	Business Representative	Three Rivers ISD	5-2009
Grubbs, Mr. Lloyd	Community Representative	Three Rivers ISD	5-2010
Wieding, Mr. Rodney	Community Representative	Three Rivers ISD	5-2009
Sulaica, Mrs. Laura	Teacher	Three Rivers ISD	5-2010
Newport, Mrs. Valerie	Teacher	Three Rivers Middle School	5-2010
Huff, Mrs. Audra	Counselor	Three Rivers Elementary School	5-2010
Curbello, Robin	High School/Middle School Librarian	Three Rivers ISD	5-2011

Names of People Responsible For Implementation

Name	Title	Campus / District
Briscoe, Mrs. Lura	Central Office Secretary	
Huff, Mrs. Audra	Elementary Counselor	
Wilson, Ms. Diane	Elementary Librarian	
Dye, Ms. Dianne	Elementary Principal	
Garcia, Ms. Lupita	Elementary School Secretary	
Pennington, Mrs. Cindy	Elementary Special Ed. Teacher	
Dugger, Mrs. Sherry	ESL Teacher	
Crawford, Mrs. Jakelynn	High School Counselor	
Rohrbach, Mr. Kenneth	High School Principal	
Wieding, Mrs. Nancy	High School Secretary	
Curbello, Mrs. Robin	High School/Middle School Librarian	
Zepeda, Miss Cynthia	HS/MS Special Ed. Teacher	
Larson, Mrs. Pat	Lead Teacher HS/Science	
Dubose, Mrs. Virginia	Lead Teacher HS/Math	
Johanson, Mrs. Doris	Lead Teacher HS/Social Studies	
Bickham, Mrs. Linda	Lead Teacher MS/ELA	
Robbins, Mrs. Sharon	Lead Teacher MS/Math	
Younts, Mrs. Cheryl	Lead Teacher MS/Social Studies	
Redding, Mrs. Brenna	Lead Teacher/ HS/ELA	
Orsak, Mrs. Carolyn	Lead Teacher/Fifth Grade	
Graves, Mrs. Kim	Lead Teacher/First Grade	
Jambers, Mr. Tim	Lead Teacher/Second Grade	
Brooks, Mrs. Hortensia	Middle School Principal	
Lopez, Ms. Carolina	Middle School Secretary	

Names of People Responsible For Implementation

Name	Title	Campus / District
Kasper, Mr. Donald	Other District Administrator	
Miller, Mrs. Cindy	Reading Coordinator/Coach	
Ruschhaupt, Mrs. Phyllis	Reading Intervention Teacher	
Cornett, Mrs. Joan	School Nurse	
Johanson, Mr. Mac	Superintendent	
Rushing, Mrs. Thomasine	Technology Director	
Kester, Mrs. Emily	Title I Middle School Teacher	
Audra Huff, Mrs.	Elementary Counselor	
Salazar, Sylvia	Lab Aide	Three Rivers Elementary School
Hesseltine, Michelle	Teacher	Three Rivers Elementary School
Moreno, Carmelita	Community Representative	Three Rivers Middle School
Benham, Dawn	Community Representative	Three Rivers Elementary School
Morgan, Kimberly	Teacher	Three Rivers Middle School
Wieding, Rodney	Business Representative	Three Rivers Elementary School
Morgan, Gerry	District Site Base Chairman	Three Rivers High School
Goebel, Melissa	Middle School Secretary	Three Rivers Middle School
Sulaica, Laura	Teacher	Three Rivers Elementary School
Muniz, Beth	Instructional Aide	Three Rivers Elementary School
Newport, Curry	Business Representative	Three Rivers Middle School
Newport, Valerie	Teacher	Three Rivers Middle School
Tadlock, Linda	Teacher	Three Rivers Elementary School
Johnston, Amanda	Parent	Three Rivers Elementary School
Gregory, Danny	Parent	Three Rivers Middle School
Dugger, Mrs. Sherry	Dyslexic Teacher	

Names of People Responsible For Implementation

Name	Title	Campus / District
Cindy Miller, Mrs.	Reading Coordinator/Coach	
Teague, Mrs. JoAnn	Lead Teacher/Fourth Grade	
	Counselors	Three Rivers ISD
Mac Johanson, Mr.	Superintendent	
Jakelynn Crawford, Mrs.	High School Counselor	
	Principals	
	ESC 2	
Kenneth Rohrbach, Mr.	High School Principal	
	Brush Country Coop	
Schuette, Stephanie	Counselor	Three Rivers Middle School
Thomasine Rushing, Mrs.	Technology Director	
Cynthia Zepeda, Miss	HS/MS Special Ed. Teacher	

Federal Requirements - Schoolwide Program

In accordance with the revised (01/08/02) Section 1114(b)(1) of Title I, Part A, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. Schoolwide reform strategies that—
 - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student performance,
 - (B) Use effective methods and instructional strategies that are based on scientifically based research that
 - (1) Strengthen the core academic program in the school,
 - (2) Increase the amount and quality of learning time, such as providing extended school year, before- and after-school, and summer school programs and opportunities, and help provide an enriched and accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations
 - (C) (1) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the Schoolwide program--
These programs may include counseling and mentoring services, college and career awareness and preparation such as college/career guidance, personal finance education, innovative teaching methods, which include applied learning and team-teaching strategies, and the integration of vocational and technical education programs;
 - (2) Address how the school will determine if these needs are met, and are designed to implement the State and local improvement plans;
3. Instruction by highly qualified professional staff;
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic standards. (In accordance with §1119(a)(4) of Title I);
5. Strategies to attract high-quality highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in §1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program;
9. Activities to ensure that students who experience difficulty mastering any of the State's standards required by §1111 (b)(1) will be provided with effective, timely, additional assistance. The assistance must include: measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Targeted Assistance Program

In accordance with Section 1115(c)(1) of Title I, Part A, this Campus Improvement Plan incorporates the following eight federally required components of a Title I, Part A Targeted Assistance Program:

1. Using Title I, Part A resources to help participating children meet such State`s student performance standards expected for all children;
2. Being based on effective means of improving achievement of children;
3. Ensuring that planning for students served under this part is incorporated into existing school planning;
4. Using effective instructional strategies that--
 - (A) give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer, programs and opportunities;
 - (B) help provide an accelerated, high-quality curriculum, including applied learning; and
 - (C) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;
5. Coordinating with and supporting the regular education program, which may include--
 - (A) counseling, mentoring, and other pupil services;
 - (B) college and career awareness preparation, such as college and career guidance, comprehensive career development, occupational information, enhancement of employability skills and occupational skills, personal finance education, job placement services, and innovative teaching methods which may include applied learning and team teaching strategies;
 - (C) services to prepare students for the transition from school to work, including the formation of partnerships between elementary, middle, and secondary schools and local businesses, and the integration of school-based and work-based learning;
 - (D) services to assist preschool children in the transition from early childhood programs to elementary school programs;
- (6) Providing instruction by highly qualified staff;
- (7) Providing opportunities for professional development with resources provided under this part, and from other sources to the extent feasible, for administrators and for teachers and other school staff who work with participating children in programs under this section or in the regular education program; and
- (8) Providing strategies to increase parent involvement, such as family literacy services.

Mission Statement

The Three Rivers Independent School District will provide a safe learning environment for all students in which they will receive opportunities to acquire knowledge and to develop the skills necessary to function at their maximum potential as productive members of society.

Motto

Keep your eyes on the stars and your feet on the ground.--Theodore Roosevelt

Parent Notes

Back-to-School Night

In August of each school year, Three Rivers Elementary School hosts a Back-to-School Night which allows parents the opportunity to meet their child's teacher(s) and to pick up registration packets for the new school year.

Orientation Opportunities

The Middle School and High School counselors and principals will provide opportunities at the beginning of each school year for parents to meet their student's teachers and to become familiar with teachers' expectations.

Vision Statement

Our District will be known for the exceptional academic achievements of our students, the excellence of our staff and leadership, and the support given by our diverse community members.

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Develop/utilize a variety of strategies to ensure communication with 100% of targeted parent/community members regarding student achievement, meetings,& trainings.						
PK-5 Provide training to elementary Reading First families at least 3 times a year.						
PK-12 Parents will participate in 100% of scheduled DSBC meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Parents as partners in the education of their children</p>	8/2008 - 5/2009	Elementary Counselor - Mrs. Audra Huff Reading Coordinator/Coach - Mrs. Cindy Miller	Local Funds - Sign in sheets; surveys; checklists Texas Reading First Grant - Reading First 1,000.00	Informal Assessment :Campus-designed Developmental Checklist	20% increased parental involvement at each campus 50% of Tier II & Tier III parents will participate in training/activity sessions	Informal Assessment :Campus-designed Developmental Checklist
<p>Activity: Parental Involvement</p>	8/2008 - 5/2009	Counselors -	Each campus counselor will be responsible for contacting a members of PTA	Informal Assessment :Campus-designed Developmental Checklist -	20% increase in positive parent involvement/participation	Informal Assessment :Other - Increase in parent participation in PTA and other meetings
<p>Activity: Parent/Community Involvement</p>	8/2008 - 5/2009	Counselors -	Each campus counselor will be responsible for contacting a members of PTA	Informal Assessment :Campus-designed Developmental Checklist -	Increased Positive Parental Involvement by 10%	Informal Assessment :Campus-designed Developmental Checklist -
<p>Activity: Coordination with parent organizations such as PTA/PTO</p>	8/2008 - 5/2009	Counselors -	Each campus counselor will be responsible for contacting a members of PTA	Informal Assessment :Other -	Teacher/parent communication improvement by 10%; increase in teacher attendance at PTA meetings	Informal Assessment :Campus-designed Developmental Checklist -
<p>Strategy: Parenting Skills Involve parents in school activities</p>	8/2008 - 5/2009	Reading Coordinator/Coach - Mrs. Cindy Miller	Federal - Other - Local Funds/Federal 500.00 Federal - Title I, Part A - Title I Part A	Criterion-Referenced Test :TAKS Tests	20% more parent involvement in school activities Improved TAKS scores by 10%	Criterion-Referenced Test :TAKS Tests

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Three Rivers ISD 2008-2009

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 PK-5 Provide training to elementary Reading First families at least 3 times a year.
 PK-12 Parents will participate in 100% of scheduled DSBC meetings.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Parenting Education	8/2008 - 5/2009	Principals -	Parent contact sheets and telephone logs will indicate parent participation; Reading First grant	Informal Assessment :Campus-designed Developmental Checklist -	Increase student achievement scores by 10% in grades 1-3	
Activity: Parenting Education/involve parents in take/make activities	8/2008 - 5/2009	Reading Coordinator/Coach - Mrs. Cindy Miller	Federal - Other - Reading First Guidelines 250.00	Informal Assessment :Classroom Assessments -	20% of targeted students' parents will participate	Informal Assessment :Other - Sign in sheets
Strategy: Participants implement strategies for working with diverse populations and eliminating gender bias	8/2008 - 5/2009	Elementary Principal - Ms. Dianne Dye Reading Coordinator/Coach - Mrs. Cindy Miller	Federal - Other 200.00	Informal Assessment :Campus-designed Developmental Checklist	10% increase in parental involvement with their children	Informal Assessment :Campus-designed Developmental Checklist Periodic drawings for students who return "Recipe" coupons
Activity: Materials provided in the parent's primary language	8/2008 - 5/2009	Reading Coordinator/Coach - Mrs. Cindy Miller	Federal - Other 200.00	Informal Assessment :Campus-designed Developmental Checklist -	20% improved student achievement	Criterion-Referenced Test :TAKS Tests -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:2 Students will be encouraged and challenged to meet their full educational potential.						
Objective(s): PK-12 All student populations will achieve 90% mastery on all TAKS tests and meet or exceed district standards. 9th-12th 70% of all eligible students will take ACT/SAT and score at or above state criterion. PK-12 Pre-referral interventions will be provided to 100% of students (referred to special education or suspected of needing special education) PK-12 Ensure that 100% of teachers/related services personnel in the Three Rivers ISD meet professional standards and demonstrate professional competence and skills to assist all special education students meet or exceed academic expectations.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Age-Appropriate Curriculum Add core subject software to labs and classrooms	8/2008 - 5/2009	Technology Director - Mrs. Thomasine Rushing	State - State & Local Funds - State & Local Funds 5,000.00	Criterion-Referenced Test :TAKS Math Test	90% of students receive credit for distance learning course	Informal Assessment :Report Card Grades
Activity: Distance Learning	8/2008 - 5/2009	High School Principal - Mr. Kenneth Rohrbach Technology Director - Mrs. Thomasine Rushing	- Texas A&M Kingsville	Pre-College Entrance Exam :Other -	100% of eligible students receive college credit	Informal Assessment :Report Card Grades - 100% of students pass distance learning class
Activity: Student performance data (disaggregated by student groups and gender)	8/2008 - 5/2009	High School Principal - Mr. Kenneth Rohrbach	- Campus principals responsible for data	Criterion-Referenced Test :TAKS Tests -	Increased student achievement by 10%	Criterion-Referenced Test :TAKS Tests -
Activity: Use of Technology in Instruction	8/2008 - 5/2009	High School Principal - Mr. Kenneth Rohrbach	State, Local, & Federal 3,000.00	Informal Assessment :Classroom Assessments -	Students receive HS and College credits Students TAKS improve by 10%; K-2 scores on classroom assessments and ITBS improve by 10%	Criterion-Referenced Test :TAKS Tests -
Activity: Support in the development of campus performance objectives and their alignment with the Campus and District Improvement Plan	8/2008 - 5/2009	Reading Coordinator/Coach - Mrs. Cindy Miller	Federal - Other - Texas Reading First Grant 2,500.00	Informal Assessment :Classroom Assessments - Classroom assessments as well as previous ITBS and TPRI results	10% increased student achievement	Informal Assessment :ITBS/TPRI -

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Three Rivers ISD 2008-2009

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Enriched Curriculum Texts & materials will be utilized to increase an enriched curriculum in core subject areas	8/2008 - 5/2009	Principals -	State - State & Local Funds - Publications & catalogues 500.00	Informal Assessment :Classroom Assessments	90% of students in enrichment classes will pass subject areas.	Informal Assessment :Report Card Grades
Activity: Modifications for G/T Students	8/2008 - 5/2009	Principals -	Campus principals will be responsible for implementing and monitoring enriched curriculum. State, Local, & Federal - G/T nominations/campus level testing 750.00	Informal Assessment :Campus-designed Developmental Checklist -	Enhanced learning and increased student achievement by 10%	
Activity: Character Education/Student of the Month	8/2008 - 5/2009	Principals -	State, Local, & Federal - Campus principals/counselors will be responsible for implementing Character Ed. curriculum 300.00	Informal Assessment :Classroom Assessments -	Increased student achievement by 10%; positive learning environment	
Strategy: Resource Classroom Special ed. students who take TAKS/SDAA II will be monitored and assessed regularly	8/2008 - 5/2009	HS/MS Special Ed. Teacher - Miss Cynthia Zepeda	State - State & Local Funds - Workbooks & materials 600.00	Diagnostic Test :Brigance Diagnostic Assessment of Basic Skills	90% of students in resource classrooms will pass SDAA II tests	User Added :State Developed Alternative Assessment

District Improvement Plan
Three Rivers ISD 2008-2009

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Objective(s): PK-12 All student populations will achieve 90% mastery on all TAKS tests and meet or exceed district standards. 9th-12th 70% of all eligible students will take ACT/SAT and score at or above state criterion. PK-12 Pre-referral interventions will be provided to 100% of students (referred to special education or suspected of needing special education) PK-12 Ensure that 100% of teachers/related services personnel in the Three Rivers ISD meet professional standards and demonstrate professional competence and skills to assist all special education students meet or exceed academic expectations.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Tutorials/Intervention reading/math tutors	8/2008 - 5/2009	Principals -	State, Local, & Federal - Reading/math intervention tutors <div style="text-align: right;">20,000.00</div>	Criterion-Referenced Test :TAKS Tests Criterion-Referenced Test :TAKS Tests	20% increase in reading/math student achievement	

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. Objective(s): PK-12 Dropouts rate will be less than 1% for all student populations.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dropout Prevention Program Work with parents to emphasize importance of obtaining a high school diploma.	8/2008 - 5/2009	High School Counselor - Mrs. Jakelynn Crawford Counselors -	State - State & Local Funds - Guest speakers; job fairs; assemblies 500.00	Informal Assessment :OtherSurveys and checklists will be used to assess delivered information	Achieve less than 1% dropout rate as noted through PEIMS data	Informal Assessment :OtherSurveys & checklists will be used as assessment
Activity: Extended Learning Time/Saturday School	8/2008 - 5/2009	Principals -	Local Funds - Attendance/Discipline referrals Teachers will be paid \$30. @ hour	PEIMS data :PEIMS data -	10% decrease in referrals; 10% increase in regular attendance	PEIMS data :PEIMS data -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All curriculum guides will be aligned to state content and performance standards. PK-12 TRISD will provide all personnel with staff development in identified areas of need. PK-12 All student populations will be provided career awareness opportunities. PK-12 100% of staff will be trained to implement the guidelines for the pre-referral process.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Vertical Alignment of the Curriculum Cross campus vertical alignment in core subject areas	8/2008 - 5/2009	High School Principal - Mr. Kenneth Rohrbach	Local Funds - ESC 2 10,000.00	Informal Assessment :District-designed Developmental Checklist	10% increase in TAKS passing rates in core areas	Criterion-Referenced Test :TAKS Tests
Strategy: Professional Development Staff will attend professional development in needed areas	8/2008 - 5/2009	Superintendent - Mr. Mac Johanson Technology Director - Mrs. Thomasine Rushing	State - State & Local Funds - Surveys 1,000.00 Federal - Title II, Part A - Instructional Leadership Services - Title II 5,000.00	Informal Assessment :District-designed Developmental Checklist Criterion-Referenced Test :District-designed Developmental Checklist Informal Assessment :TAKS Tests Criterion-Referenced Test :TAKS Tests	10% improved student achievement in TAKS tests 10% improvement in TAKS testing scores and in regular class assessments	Criterion-Referenced Test :TAKS Tests
Strategy: Tutorials/Intervention reading/math tutors	8/2008 - 5/2009	Elementary Principal - Ms. Dianne Dye	State, Local, & Federal - Previous TAKS scores/Classroom assessments	Criterion-Referenced Test :TAKS Tests	20% improved student achievement in math and reading for grades 3-5	Criterion-Referenced Test :TAKS Tests
Activity: Tutoring/utilize reading specialist and math intervention teacher	8/2008 - 5/2009	Elementary Principal - Ms. Dianne Dye	State, Local, & Federal		20% improved student achievement in TAKS for all categories	Criterion-Referenced Test :TAKS Tests -

District Improvement Plan
Three Rivers ISD 2008-2009

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Objective(s): PK-12 All curriculum guides will be aligned to state content and performance standards. PK-12 TRISD will provide all personnel with staff development in identified areas of need. PK-12 All student populations will be provided career awareness opportunities. PK-12 100% of staff will be trained to implement the guidelines for the pre-referral process.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum/Provide computer based software	8/2008 - 5/2009	Brush Country Coop -	- Brush Country Coop	Criterion-Referenced Test :TAKS TestsClassroom assessments also will be used to identify student need areas	10% improved student achievement	Criterion-Referenced Test :TAKS Tests
Activity: Skills Tutor	8/2008 - 5/2009					
Activity: Computer Assisted Learning/Accelerated Math(AM) and Accelerated Reading (AR) Teachers incorporate STAR Reading and Math to determine reading/math levels	8/2008 - 5/2009	Principals -	State, Local, & Federal 2,000.00	Informal Assessment :AR/AM software -	10% improved student achievement in reading and math scores	Criterion-Referenced Test :TAKS Tests -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:5 Qualified and highly effective personnel will be recruited, developed, and retained.						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development	8/2008 - 5/2009	Principals -	State - State & Local Funds - Surveys & PD checklists 100.00 State - State & Local Funds - Newspaper ads 600.00	Informal Assessment :District-designed Developmental Checklist	100% of teachers will be highly qualified in core subject areas 100% of staff members will be highly qualified in core subject areas	Informal Assessment :District-designed Developmental Checklist

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:6 The state`s students will demonstrate exemplary performance in comparison to national and international standards.						
Objective(s): PK-12 70% of eligible students will demonstrate exemplary performance on national/international exams.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Innovative Programs Utilize computer software to enhance reading and math scores	8/2008 - 5/2009	High School Principal - Mr. Kenneth Rohrbach	State - State & Local Funds - State & Local Funds <p style="text-align: right;">300.00</p>	College Entrance Exam :American College Testing Assessment (ACT)	50% of eligible students will pass College Entrance exams	College Entrance Exam :American College Testing Assessment (ACT)
Activity: Pre-Advanced Placement Classes/honors classes will be available for qualified students in middle school and high school	8/2008 - 5/2009					

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:7 School campuses will maintain a safe and disciplined environment conducive to student learning.						
Objective(s): Pre-K All personal will be provided staff development in identified areas.						
PK-12 TRISD will ensure that all facilities are well maintained and orderly.						
PK-12 TRISD will provide students with a safe and drug-free environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Professional Development Incorporate safety programs/concepts in curriculum</p>	8/2008 - 5/2009	Principals -	State, Local, & Federal - ESC 2 & Title IV funds 2,000.00	Informal Assessment :District-designed Developmental Checklist	100% of students will feel safe and student achievement will increase by 10%	Informal Assessment :Campus-designed Developmental Checklist
<p>Activity: School Health Services</p>	8/2008 - 5/2009	Principals -	- Wellness Plan	Informal Assessment :Other -	Safe & productive student learning environment as evidenced by fewer referrals	
<p>Strategy: Discipline Plan Update campus discipline plans</p>	8/2008 - 5/2009	Principals -	Federal - Title IV-Safe & Drug-Free Schools and Communities - Surveys & checklists	Informal Assessment :Campus-designed Developmental Checklist	10% decrease in discipline referrals 10% increase in attendance	Informal Assessment :Campus-designed Developmental Checklist
<p>Activity: Character Education/Student of the Month Elementary homeroom teachers nominate qualified students each month who exemplify the six pillars of Character Ed.</p>	8/2008 - 5/2009	Elementary Counselor - Mrs. Audra Huff	Local Funds 100.00	Informal Assessment :Classroom Assessments -	10% decrease in discipline referrals and improved student achievement	Informal Assessment :PEIMS data -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:8 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): PK-12 All personnel will be provided staff development in identified areas.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Staff will attend enrichment trainings in core subject areas, in classroom management, and in discipline techniques.	8/2008 - 5/2009	Technology Director - Mrs. Thomasine Rushing	Federal - Title II, Part A - Instructional Leadership Services - ESC2 750.00	Informal Assessment :District-designed Developmental Checklist	100% of staff will be trained in enrichment core subject areas, in classroom management, and in discipline techniques.	Informal Assessment :District-designed Developmental Checklist
Activity: Vertically Aligning the Curriculum	8/2008 - 5/2009	Principals -	- TAKS data	Informal Assessment :Campus-designed Developmental Checklist -	Improved and updated curriculum materials added to campus curriculum by 10%; improved student achievement in core areas	Criterion-Referenced Test :TAKS Tests -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:9 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.						
Objective(s): PK-12 Provide training in needed areas.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum Staff will utilize technology in core academic areas.	8/2008 - 5/2009	Principals -	Federal - Title II, Part A - Instructional Leadership Services - Technology Funds/Funds <p style="text-align: right;">2,500.00</p> Local Funds - Technology Funds/Title II/Surveys <p style="text-align: right;">5,000.00</p>	Informal Assessment :District-designed Developmental Checklist	20% of teachers will integrate technology in core academic areas Student achievement on TAKS tests will increase by 10% in all student populations; non TAKS grades will improve by 10% in core subject areas	Criterion-Referenced Test :TAKS Tests
Activity: Use of Technology in Instruction	8/2008 - 5/2009	Principals -	25% of Title II Part B will be used for technology training	Informal Assessment :Classroom Assessments -	Increase student achievement by 10% in all student population groups	Informal Assessment :Campus-designed Developmental Checklist -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:10 Campuses will attain, maintain, or raise a 94% attendance rate for all students and each student group. (AEIS Goal)						
Objective(s): PK-12 All students populations will maintain a 95% attendance rate.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Innovative Programs Campuses will provide incentive and reward programs to encourage student attendance	8/2008 - 5/2009	Counselors - Principals -	Local Funds - Local Funds <p style="text-align: right;">900.00</p> Local Funds - Campus Police Officer <p style="text-align: right;">15,000.00</p>	Informal Assessment :Campus-designed Developmental Checklist	Attendance will remain or exceed 94% Maintain or exceed 94% student attendance rate	Informal Assessment :Campus-designed Developmental Checklist

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:11 Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management.[TEC Section 11.252 Objective(s): PK-12 Provide training in identified areas.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent and community participation/sponsorship in drug use and violence prevention activities Utilize programs/assemblies to promote drug awareness and violence prevention	8/2008 - 5/2009	Principals -	Local Funds - ESC2, BCC, and Local 600.00	Informal Assessment :District-designed Developmental Checklist	Parent/community participation/sponsorship in drug use and violence prevention activities will increase by 10%	Informal Assessment :Campus-designed Developmental Checklist
Activity: Counseling Services	8/2008 - 5/2009	Counselors -	State - State & Local Funds - Each campus counselor is responsible for implementation 600.00	Informal Assessment :Other -	Decrease in discipline referrals by 10%; improved student achievement by 10%	Informal Assessment :Campus-designed Developmental Checklist -

District Improvement Plan
Three Rivers ISD 2008-2009

Goal:12 Age-appropriate career education will be provided to all students.[TEC Section 11.252(3)(G)] Objective(s): PK-12 All student populatons will be provided career awareness opportunities.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Concentration Career education awareness opportunities will be available to all students	8/2008 - 5/2009	High School Counselor - Mrs. Jakelynn Crawford	Local Funds - ESC2, Guest Speakers, Job Fairs 750.00	Informal Assessment :Campus-designed Developmental Checklist	Student knowledge/career choices & participation will improve by 10%	Informal Assessment :Campus-designed Developmental Checklist

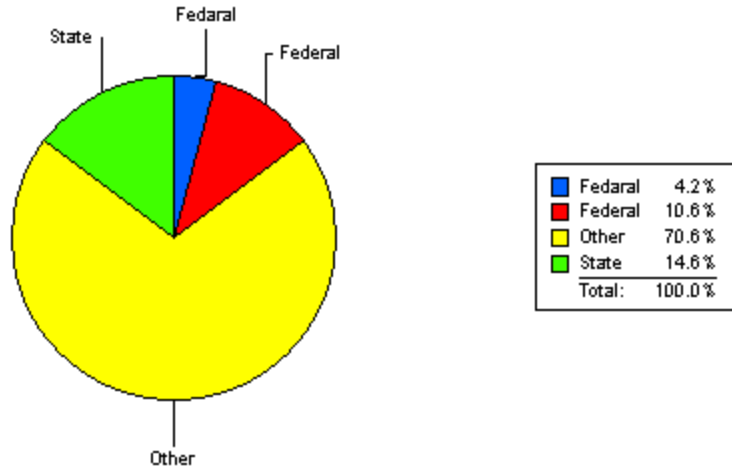
District Improvement Plan
Three Rivers ISD 2008-2009

Goal:13 All students will meet or exceed educational performance standards.

Objective(s): PK-12 All student populations will achieve 90% mastery on all TAKS tests and will meet or exceed district standards.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Computer Assisted Instruction Staff will disaggregate TAKS data to inform and drive instruction</p>	8/2008 - 5/2009	Principals -	State - State & Local Funds - Computer Software Programs 3,000.00	Criterion-Referenced Test :TAKS Tests	Increased student achievement by 10% in all student population groups	Criterion-Referenced Test :TAKS Tests
<p>Strategy: Innovative Programs Continue an amplification system in grades 3-5 to improve student achievement in TAKS/core subject areas</p>	8/2008 - 5/2009	Elementary Principal - Ms. Dianne Dye	Federal - Title I, Part A - Phonic Ear 1,000.00	Informal Assessment :Campus-designed Developmental Checklist	Increased student achievement in grades 3-5 by 10%	Criterion-Referenced Test :TAKS Tests
<p>Strategy: Resource Classroom Improved curriculum in resource classes</p>	8/2008 - 5/2009	HS/MS Special Ed. Teacher - Miss Cynthia Zepeda Elementary Special Ed. Teacher - Mrs. Cindy Pennington	State - State & Local Funds - BCC, Special Ed Funds, & Local 500.00	Criterion-Referenced Test :TAKS Tests Disaggregate SDAA II tests	Improved SDAA II scores by 10%	Criterion-Referenced Test :TAKS Tests Disaggregate SDAA II tests

Funding Values By Program



District Improvement Plan
Three Rivers ISD 2008-2009

Funding Values By Program

Federal		FTE	DollarValue
Other			
Local Funds/Federal	Parent contact sheets and telephone logs will indicate parent participation; Reading First grant	0.00	500.00
	Provide pamphlet "Recipes for Success" in English and Spanish to assist parents and provide reading and math strategies at home	0.00	200.00
Reading First Guidelines		0.00	250.00
		0.00	200.00
Texas Reading First Grant		0.00	2,500.00
			3,650.00
Federal		FTE	DollarValue
Title I, Part A			
Phonic Ear	Multiple-funding sources	0.00	1,000.00
Title I Part A		0.00	0.00
Title II, Part A - Instructional Leadership Services			

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District Improvement Plan
Three Rivers ISD 2008-2009

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A - Instructional Leadership Services		
ESC2	0.00	750.00
Technology Funds/Funds	0.00	2,500.00
Title II	0.00	5,000.00
 Title IV-Safe & Drug-Free Schools and Communities		
Surveys & checklists	0.00	0.00
		<u>9,250.00</u>
 Other	<u>FTE</u>	<u>DollarValue</u>
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
Brush Country Coop	0.00	0.00
Wellness Plan	0.00	0.00
TAKS data	0.00	0.00
	0.00	0.00
	0.00	0.00
Texas A&M Kingsville	0.00	0.00
Campus principals responsible for data	0.00	0.00
 Local Funds	 0.00	 100.00

District Improvement Plan
Three Rivers ISD 2008-2009

Funding Values By Program

Other		<u>FTE</u>	<u>DollarValue</u>
Local Funds			
Attendance/Discipline referrals	Teachers will be paid \$30. @ hour	0.00	0.00
ESC 2		0.00	10,000.00
Sign in sheets; surveys; checklists	Each campus counselor will be responsible for contacting a members of PTA	0.00	0.00
Technology Funds/Title II/Surveys		0.00	5,000.00
Local Funds	Each campus counselor will be responsible for monitoring the implementation/continuation of attendance program	0.00	900.00
Campus Police Officer	Campus police officer will work with each campus prinicpal and counselor to contact and encourage truant students	0.00	15,000.00
ESC2, BCC, and Local	Each campus Counselor is responsible for program implementation.	0.00	600.00
ESC2, Guest Speakers, Job Fairs	Each counselor will implement/monitor programs.	0.00	750.00
State, Local, & Federal			
ESC 2 & Title IV funds	Student surveys will indicate degree of safety for individuals and environment	0.00	2,000.00
Previous TAKS scores/Classroom assessments	Pay reading specialist as needed through State Comp Ed. Pay intervention teacher through Title and State Comp Ed.	0.00	0.00
Reading/math intervention tutors		0.00	20,000.00
		0.00	0.00
		0.00	2,000.00
		0.00	3,000.00
G/T nominations/campus level testing		0.00	750.00
Campus principals/counselors will be responsible for implementing Character Ed. curriculum		0.00	300.00
Texas Reading First Grant			
Reading First	Surveys,checklists, & sign-in sheets will be used to monitor parent participation	0.00	1,000.00
			<u>61,400.00</u>
State		FTE	DollarValue
State & Local Funds			
State & Local Funds		0.00	5,000.00

District Improvement Plan
Three Rivers ISD 2008-2009

Funding Values By Program

State		<u>FTE</u>	<u>DollarValue</u>
State & Local Funds			
Publications & catalogues	Campus principals will be responsible for implementing and monitoring enriched curriculum.	0.00	500.00
Workbooks & materials	Each campus resource teacher will monitor and assess special education students.	0.00	600.00
Guest speakers; job fairs; assemblies	Each campus counselor will contact parents and emphasize the importance of obtaining a high school diploma.	0.00	500.00
Surveys	Campus principals will monitor and assess professional development campus needs.	0.00	1,000.00
Surveys & PD checklists		0.00	100.00
Newspaper ads	Campus principals will continue to recruit and retain highly qualified staff members.	0.00	600.00
State & Local Funds	Campus principals will be responsible for implementing and maintaining honors classes for eligible students.	0.00	300.00
Computer Software Programs	Each Principal will oversee TAKS analysis for each campus.	0.00	3,000.00
BCC, Special Ed Funds, & Local	Each Resource Teacher is responsible for implementation.	0.00	500.00
Each campus counselor is responsible for implementation		0.00	600.00
			<u>12,700.00</u>
		Grand Total:	87,000.00