Devine High School

Campus Improvement Plan

2020-2021

Devine High School
Campus Improvement Plan for 2020-2021
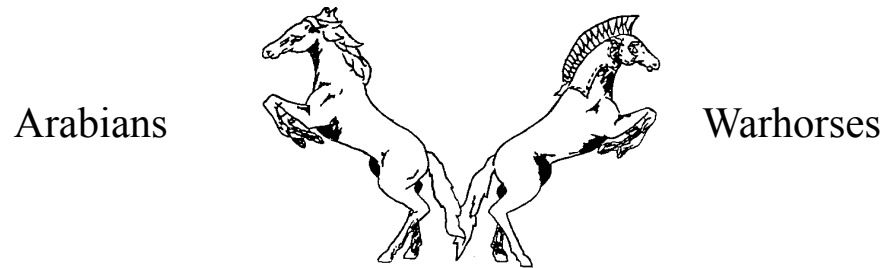
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MISSION STATEMENT

We will create an atmosphere of excellence that will inspire future achievement.

DEVINE HIGH SCHOOL

Arabians

Warhorses

2020-2021 Site-Based Committee

Christie Kendrick	Classroom Teacher	Term Ends 2022
Jana Dudley	Classroom Teacher	Term Ends 2022
Evan Eads	Classroom Teacher	Term Ends 2021
Mary Long	Classroom Teacher	Term Ends 2022
Stephanie Schott	Parent	Term Ends 2021
Misty Houston	Community	Term Ends 2021
Kate Fowler	Professional, Campus	Term Ends 2022
Steve Anderson	Professional, Campus	Term Ends 2021
Shirley Wimett	Professional, District	Term Ends 2021

Texas Education Agency
2019 STAAR Performance Data Table
DEVINE H S (163901001) - DEVINE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests % at Approaches GL Standard or Above	76%	*	74%	80%	-	-	*	100%	72%	63%	71%	42%	100%	80%	63%
% at Meets GL Standard or Above	53%	*	47%	63%	-	-	*	78%	45%	16%	32%	21%	88%	57%	40%
% at Masters GL Standard	19%	*	14%	28%	-	-	*	11%	14%	0%	5%	12%	25%	21%	13%
Number of Tests # at Approaches GL Standard or Above	676	*	413	249	-	-	*	9	362	20	29	64	8	546	130
# at Meets GL Standard or Above	468	*	261	196	-	-	*	7	224	5	13	32	7	385	83
# at Masters GL Standard	171	*	79	88	-	-	*	1	69	0	2	18	2	145	26
Total Tests	887	*	561	310	-	-	*	9	501	32	41	152	8	681	206
ELA/Reading															
Percent of Tests % at Approaches GL Standard or Above	65%	*	60%	73%	-	-	*	*	60%	53%	63%	29%	*	70%	46%
% at Meets GL Standard or Above	46%	*	39%	57%	-	-	*	*	38%	7%	26%	15%	*	50%	32%
% at Masters GL Standard	7%	*	5%	10%	-	-	*	*	5%	0%	0%	6%	*	8%	3%
Number of Tests # at Approaches GL Standard or Above	261	*	152	104	-	-	*	*	136	8	12	19	*	218	43
# at Meets GL Standard or Above	185	*	100	81	-	-	*	*	86	1	5	10	*	155	30
# at Masters GL Standard	27	*	13	14	-	-	*	*	11	0	0	4	*	24	3
Total Tests	403	*	255	142	-	-	*	*	228	15	19	66	*	310	93
Mathematics															
Percent of Tests % at Approaches GL Standard or Above	84%	-	84%	82%	-	-	*	*	79%	60%	71%	48%	*	89%	66%
% at Meets GL Standard or Above	59%	-	54%	67%	-	-	*	*	52%	40%	57%	24%	*	65%	37%
% at Masters GL Standard	41%	-	34%	54%	-	-	*	*	28%	0%	29%	18%	*	45%	29%

Category															
Number of Tests # at Approaches GL Standard or Above	134	-	84	47	-	-	*	*	75	3	5	16	*	111	23
# at Meets GL Standard or Above	94	-	54	38	-	-	*	*	49	2	4	8	*	81	13
# at Masters GL Standard	66	-	34	31	-	-	*	*	27	0	2	6	*	56	10
Total Tests	160	-	100	57	-	-	*	*	95	5	7	33	*	125	35
Writing															
Percent of Tests % at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests # at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests % at Approaches GL Standard or Above	87%	*	87%	86%	-	-	*	*	85%	83%	89%	61%	*	87%	87%
% at Meets GL Standard or Above	55%	*	50%	64%	-	-	*	*	50%	17%	33%	31%	*	56%	51%
% at Masters GL Standard	18%	*	13%	28%	-	-	*	*	15%	0%	0%	17%	*	18%	15%
Number of Tests # at Approaches GL Standard or Above	157	*	104	50	-	-	*	*	91	5	8	22	*	123	34
# at Meets GL Standard or Above	99	*	60	37	-	-	*	*	54	1	3	11	*	79	20
# at Masters GL Standard	32	*	15	16	-	-	*	*	16	0	0	6	*	26	6
Total Tests	181	*	119	58	-	-	*	*	107	6	9	36	*	142	39
Social Studies															
Percent of Tests % at Approaches GL Standard or Above	87%	-	84%	91%	-	-	*	*	85%	67%	67%	41%	-	90%	77%
% at Meets GL Standard or Above	63%	-	54%	75%	-	-	*	*	49%	17%	17%	18%	-	67%	51%
% at Masters GL Standard	32%	-	20%	51%	-	-	*	*	21%	0%	0%	12%	-	38%	18%
Number of Tests # at Approaches GL Standard or Above	124	-	73	48	-	-	*	*	60	4	4	7	-	94	30
# at Meets GL Standard or Above	90	-	47	40	-	-	*	*	35	1	1	3	-	70	20
# at Masters GL Standard	46	-	17	27	-	-	*	*	15	0	0	2	-	39	7
Total Tests	143	-	87	53	-	-	*	*	71	6	6	17	-	104	39

District Name: DEVINE ISD

Campus Name: DEVINE H S

Campus Number: 163901001

Texas Academic Performance Report
2017-18 Campus STAAR Performance

Total Students: 604

Grade Span: 09 - 12

School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
End of Course English I At Approaches Grade Level or Above	2018	65%	63%	**63%**	*	56%	75%	-	-	-	*	*	*	*
	2017	64%	61%	**61%**	*	58%	64%	-	-	*	*	*	*	*
At Meets Grade Level or Above	2018	44%	40%	**40%**	*	30%	56%	-	-	-	*	*	*	*
	2017	43%	39%	**39%**	*	33%	50%	-	-	*	*	*	*	*
At Masters Grade Level	2018	7%	5%	**5%**	*	4%	7%	-	-	-	*	*	*	*
	2017	8%	6%	**6%**	*	5%	7%	-	-	*	*	*	*	*
End of Course English II At Approaches Grade Level or Above	2018	67%	61%	**61%**	*	59%	*	*	-	-	*	*	*	*
	2017	66%	66%	**66%**	*	*	74%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	42%	**42%**	*	37%	*	*	-	-	*	*	*	*
	2017	45%	41%	**41%**	*	*	52%	-	-	-	*	*	*	*
At Masters Grade Level	2018	8%	6%	**6%**	*	5%	*	*	-	-	*	*	*	*
	2017	6%	4%	**4%**	*	*	7%	-	-	-	*	*	*	*
End of Course Algebra I At Approaches Grade Level or Above	2018	83%	79%	**79%**	*	76%	83%	-	-	-	*	*	71%	*
	2017	83%	81%	**81%**	-	79%	84%	-	-	-	*	*	82%	*
At Meets Grade Level or Above	2018	55%	47%	**46%**	*	41%	53%	-	-	-	*	*	36%	*
	2017	48%	40%	**40%**	-	37%	45%	-	-	-	*	*	37%	*
At Masters Grade Level	2018	32%	20%	**20%**	*	12%	31%	-	-	-	*	*	13%	*
	2017	26%	20%	**20%**	-	16%	25%	-	-	-	*	*	12%	*
End of Course Biology At Approaches Grade Level or Above	2018	87%	85%	**85%**	-	81%	92%	-	-	-	*	*	*	*
	2017	86%	90%	**90%**	-	86%	96%	-	-	*	*	*	89%	*
At Meets Grade Level or Above	2018	59%	48%	**48%**	-	34%	66%	-	-	-	*	*	*	*
	2017	57%	47%	**47%**	-	39%	59%	-	-	*	*	*	39%	*
At Masters Grade Level	2018	24%	9%	**9%**	-	5%	15%	-	-	-	*	*	*	*
	2017	21%	12%	**12%**	-	6%	23%	-	-	*	*	*	7%	*
End of Course U.S. History At Approaches Grade Level or Above	2018	92%	87%	**87%**	-	86%	88%	-	-	-	*	*	79%	*

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Devine High School

Campus Improvement Plan –2020-2021

	Year													
	2017	91%	86%	**86%**	*	83%	92%	-	-	-	*	*	84%	*
At Meets Grade Level or Above	2018	70%	63%	**63%**	-	60%	67%	-	-	-	*	*	50%	*
	2017	66%	51%	**51%**	*	39%	69%	-	-	-	*	*	45%	*
At Masters Grade Level	2018	40%	28%	**28%**	-	24%	34%	-	-	-	*	*	18%	*
	2017	35%	21%	**21%**	*	19%	24%	-	-	-	*	*	20%	*
All Grades All Subjects At Approaches Grade Level or Above	2018	77%	75%	**74%**	*	70%	79%	*	-	-	*	*	67%	*
At Meets Grade Level or Above	2017	75%	76%	**75%**	*	72%	81%	-	-	*	*	*	71%	*
	2018	48%	44%	**47%**	*	40%	58%	*	-	-	*	*	35%	*
At Masters Grade Level	2017	45%	42%	**43%**	*	36%	54%	-	-	*	*	*	35%	*
	2018	22%	16%	**13%**	*	10%	18%	*	-	-	*	*	7%	*
	2017	20%	16%	**12%**	*	9%	16%	-	-	*	*	*	7%	*
All Grades ELA/Reading At Approaches Grade Level or Above	2018	74%	71%	**62%**	*	58%	68%	*	-	-	*	*	54%	*
At Meets Grade Level or Above	2017	72%	73%	**64%**	*	60%	70%	-	-	*	*	*	*	*
	2018	46%	42%	**41%**	*	33%	53%	*	-	-	*	*	29%	*
At Masters Grade Level	2017	44%	43%	**40%**	*	34%	51%	-	-	*	*	*	*	*
	2018	19%	15%	**6%**	*	5%	6%	*	-	-	*	*	3%	*
	2017	19%	16%	**5%**	*	4%	7%	-	-	*	*	*	*	*
All Grades Mathematics At Approaches Grade Level or Above	2018	81%	80%	**79%**	*	76%	83%	-	-	-	*	*	71%	*
At Meets Grade Level or Above	2017	79%	79%	**81%**	-	79%	84%	-	-	-	*	*	82%	*
	2018	50%	43%	**46%**	*	41%	53%	-	-	-	*	*	36%	*
At Masters Grade Level	2017	46%	43%	**40%**	-	37%	45%	-	-	-	*	*	37%	*
	2018	24%	16%	**20%**	*	12%	31%	-	-	-	*	*	13%	*
	2017	22%	18%	**20%**	-	16%	25%	-	-	-	*	*	12%	*
All Grades Science At Approaches Grade Level or Above	2018	80%	83%	**85%**	-	81%	92%	-	-	-	*	*	*	*
At Meets Grade Level or Above	2017	79%	82%	**90%**	-	86%	96%	-	-	*	*	*	89%	*
	2018	51%	50%	**48%**	-	34%	66%	-	-	-	*	*	*	*
At Masters Grade Level	2017	49%	43%	**47%**	-	39%	59%	-	-	*	*	*	39%	*
	2018	23%	18%	**9%**	-	5%	15%	-	-	-	*	*	*	*
	2017	19%	13%	**12%**	-	6%	23%	-	-	*	*	*	7%	*
All Grades Social Studies At Approaches Grade Level or Above	2018	78%	81%	**87%**	-	86%	88%	-	-	-	*	*	79%	*
At Meets Grade Level or Above	2017	77%	75%	**86%**	*	83%	92%	-	-	-	*	*	84%	*
	2018	53%	55%	**63%**	-	60%	67%	-	-	-	*	*	50%	*
At Masters Grade Level	2017	49%	41%	**51%**	*	39%	69%	-	-	-	*	*	45%	*
	2018	31%	26%	**28%**	-	24%	34%	-	-	-	*	*	18%	*
	2017	27%	19%	**21%**	*	19%	24%	-	-	-	*	*	20%	*

Devine High School   Campus Improvement Plan –2020-2021

Comprehensive Needs Assessment 2020-2021

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand whom we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
- Enrollment
- Attendance
- Gender
- Special population percentages
- Special program participation
- At-Risk by category
- Teacher-Student ratios
- Graduation, completion, dropout, and GED rates
- Course/Class assignments
- College/University/Dual Credit/Advanced Placement Enrollment
- Career Technology Education report

Data Sources Reviewed
- TAPR, School Report Card, PEIMS Report
- Enrollment Report
- AP/Dual Credit Enrollment
- Ethnicity percentages
- Graduation, Completion, Dropout, and GED rate
- Career Technology Education report
- Special Program Participation
- Student Attendance report
- Staff Attendance report
- At-Risk by Category
- Gender
- Teacher-Student Ratios

Findings/Analysis

Strengths
- Racial/sub-population diversity
- Smaller classes
- Low teacher-student ratio
- Low drop-out rate
- Student Involvement
- Number of CTE Courses offered

Needs
- Additional/Different vocational offerings
- Job training
- Career pathway guidance
- Focus on graduation planning
- Additional support for special programs

Summary of Needs

DHS continues to have a need to increase educational opportunities for all students, including under-represented groups. The committee suggested increased utilization of computer software (Plato) through our computer labs to assist students at-risk of failing or who have fallen behind on state-required coursework. Certifications and licenses opportunities need to be offered for students who are interested in CTE related careers.

Student Achievement

Potential Data Sources
- EOC Test results
- Texas Academic Performance Reports for Accountability
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists
- Attendance Reports
- NoRedInk Reports
- PLATO Reports
- PBMAS Report
- School Report Card
- TELPAS scores
- District/Campus Parent Surveys
- Faculty Surveys
- Student Surveys

Data Sources Reviewed
- EOC Test results
- Texas Academic Performance Reports for Accountability
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists
- Attendance Reports
- PLATO Reports
- PBMAS Report
- School Report Card
- TELPAS scores
- 2019-2020District/Campus Parent Surveys
- 2019-2020Faculty Surveys
- 2019-2020Student Surveys

Findings/Analysis

Strengths
- Communication with parents via phone, Gradebook, School Messenger, Remind and email
- Recognition of Students: Student of the Month, attendance drawings, EOC Recognition
- Academic teaming to discuss and track student progress, conference with students and parents
- Monthly department meetings to discuss data and student performance
- Improved scores on EOC
- Inclusion and CMC support

Needs
- Full implementation of Response to Intervention program
- More consistent use of Google campus calendar
- Improved communication with staff
- GT Coordinator
- Staff development regarding student engagement
- Behavior support to help emotionally disturbed students
- Assessment data provided to all department members in a timely manner
- Increased parent involvement for at-risk student population

Summary of Needs

DHS still has the need to increase communication with parents, both online and personally to help our students succeed. We must also improve communication with faculty and staff. We must continue to increase and improve monitoring so parents are eduphoria of students' strengths and weaknesses as well as performance expectations. Interventions in the special education program are needed, including: additional inclusion teacher/paraprofessional, additional intervention teachers, increased opportunities for intervention, and behavior support. Data must be up-to-date and shared with teachers to create interventions for classroom instruction in areas of greatest need. Further, staff development regarding student engagement is needed in all disciplines.

School Culture and Climate

Potential Data Sources
- Faculty Survey reports
- District/Campus Parent Survey reports
- Student Survey reports
- School Values Statement
- PEIMS Reports
- Attendance Reports

Data Sources Reviewed
- DHS Values Statement
- Attendance Reports
- Discipline Reports/Logs
- 2019-2020Faculty Survey
- 2019-2020District/Campus Parent Surveys
- Community and Student Engagement Ratings

Findings/Analysis

Strengths
- Campus fosters an ideal of success in both Academic and Athletic UIL activities
- Many students involved in extra-curricular activities
- Staff is comprised of many local alumni or residents with children/grandchildren in the school system
- Campus safety: parent, student and faculty surveys indicate most parties feel safe on campus
- Clearly defined emergency procedures are in place
- Administrators are visible during non-structured times to assist with student management and is accessible to students and staff
- Student surveys indicate a majority of students feel school is important
- Policies/procedures in place to address student behavior problems in a timely manner
- Satisfactory attendance rate
- Clean and orderly campus facilities
- Parent surveys indicate a high degree of satisfaction with the campus and its programs
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day

Needs

- Increased parental involvement, especially in supporting students' academic success
- Increased teacher visibility in hallways during passing periods and other non-structured activities to maintain order and safety
- Increased teacher and administrative visibility at extra-curricular activities

- Additional funds/support to promote and reward students' exemplary attendance and grades
- Increased opportunities for teacher input and decision-making
- Promote inclusion of special education students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students
- Consistent classroom rules and enforcement
- Higher and consistent classroom expectations
- Increased emergency drills to improve faculty and student familiarity with procedures

Summary of Needs

There is a need for greater inclusion and academic support for special education students, especially those in mainstreamed classes. DHS has high expectations for student success with the implementation of the STAAR EOC Tests. Improved classroom expectations and rules are needed, as well as consistent enforcement in all classrooms. Parents and community are supportive of our campus and extracurricular programs; however, additional parent involvement is needed to promote academic success with the new graduation requirements for students. Time for departmental meetings that allow teachers to address issues with students both academically and socially/emotionally is needed. Repeated emergency drills are necessary in an effort to improve administrative, faculty, staff and student familiarity with emergency procedures and practices.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
- Scope and Sequence
- Textbooks
- Standards-Based Curriculum Resources and Materials
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules
- Faculty Surveys
- District/Campus Student and Parent Surveys

Data Sources Reviewed
- Kilgo
- STAAR EOCS
- Common Assessments/Benchmarks
- Lesson Plans
- Department Meetings
- Campus Walkthrough Data
- T-TESS
- 2019-2020District/Campus Parent/Student/Faculty Survey reports/ Community and Student Engagement Ratings

Findings/Analysis

Strengths
- Kilgo
- Enrichment classes
- PLATO
- Assistant Principals involved in C&I

- Assessments allow for identification of student needs
- Assessments allow teachers to target strengths/weaknesses
- Improved TELPAS scores
- Majority of parents approve of instructional program

Needs
- Continued teacher training for Kilgo (updated for EOC changes)
- Improved Special Education scores on EOC
- Calendar of Events for school year
- Planning time to collaboratively develop lessons
- Planning time to identify target areas/weaknesses
- EDUPHORIA training
- Role descriptions for curriculum coordinators
- Continued improvement in math, science, reading/writing achievement
- Higher and consistent classroom expectations
- Develop Professional Learning Communities

Summary of Needs

All core curriculum teachers continue to need time together to plan and implement the new curriculum alignment based on the Kilgo alignment data. Updated training is needed for all teachers on the EDUPHORIA software. The RtI process needs to be implemented fully. Additionally, all staff needs increased training in motivational strategies, high-yield instruction, special education accommodations and modifications and collaboration. Teachers need additional training in the planning and delivery of differential lessons in order to meet GT needs as well as those of special populations. Improved classroom expectations are needed, as well as consistent enforcement in all classrooms.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- District/Campus Parent Survey reports
- District and Campus Calendar of Events
- District and Campus Websites
- Facebook participation

Data Sources Reviewed

- Handouts/flyers
- Sign-in sheets from campus events
- Newspaper
- District and Campus Calendar of Events
- DEIC and CEIC
- 2019-2020District/Campus Parent Survey reports
- District and Campus Websites/Facebook page

Findings/Analysis
Strengths
- Booster Clubs for Athletics and Band
- Easy access to teachers through e-mail
- District and Campus website with information involving online calendars
- FFA and FCCLA involvement with students
- Band Performances
- DHS College/Career Fair

- Local scholarship program
- On-line Grade-book
- Baccalaureate Program
- Athletic Orientations
- Reward Days
- Student of the Month
- Attempting new ways to communicate: School Messenger, List-Serves, Remind 101, Gmail, social media
- A variety of opportunities for parental involvement such as Meet the Teacher Night, Open House, UIL events are offered
- DHS *The Round Up* publication and DHS Express online newspaper
- Announcements and News broadcast to monitors
- Devine YouTube Channel

Needs
- Improved website data, including bilingual information
- Maintain a dedicated DHS Facebook account and Twitter feed
- Training for parent volunteers
- Establish incentives for parents to become more active in the school community
- Increase parent involvement from economically disadvantaged students
- Adjust meeting times to accommodate more parents
- Create workshops for secondary parents including graduation requirement changes, FAFSA, college application assistance, etc.
- Encourage community involvement in scholarship programs and *Devine Dollars for Scholars*
- Encourage connections with current and former students to emphasize the history of Devine and DHS

 Summary of Needs
Work to acquire more parent involvement and more parent volunteers for the campus through a parent-teacher organization. We need to include parents by using list-serves to send monthly calendars, schedules, etc. Use of DHS Facebook and Twitter accounts to update parents and students of upcoming events and deadline. More meet and greets, information sessions, or chats are recommended to inform parents and the community about what is taking place at DHS. Additional workshops which inform parents of graduation requirements, FAFSA applications and college assistance are also recommended.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
- School Structure or Make-Up
- Leadership: Formal and Informal
- Master Schedule
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal
- Faculty Surveys
- District/Campus Student/Parent Surveys

Data Sources Reviewed
- Texas Academic Performance Reports/School Report Card
- 2019 – 2020 Master Schedule
- 2019-2020Faculty Surveys
- 2019-2020District/Campus Parent Surveys
- 2019-2020Student Surveys

Findings/Analysis
Strengths
- Perception of a safe and effective school
- Teachers have high job satisfaction
- Enrichment (RtI) for poor-performing students
- Improvements in discipline management
- Participatory leadership
- Teachers focused on individual students
- Strong student focus
- Open door policy by admin

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- Having Assistant Principals for Administration and Curriculum & Instruction
- Successful and effective office staff
- Communication of activities and events within the district
- Staff has access to adequate technology with which to instruct students
- Staff has ample opportunities to obtain continuing education courses

Needs
- More teacher collaboration time
- More formal communication of campus activities
- Enrichment courses based on specific needs
- Additional career and technology certification opportunities
- Increased engagement in real-world applications in core disciplines
- Consistent classroom rules and enforcement
- Higher and consistent classroom expectations

Summary of Needs

Teachers need more time to collaborate, plan together, and review student work together for student success and to implement RtI. Department chairs need time to work with curriculum and instruction, and to work with the teachers in the department. The classes could be better balanced by specific needs of students. Improved classroom expectations are needed, as well as consistent enforcement in all classrooms. DHS must also improve communication with all stakeholders.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
- Teachers
- Master Schedule
- Course/Class Assignments
- Enrollment

- Attendance
- Sub-populations
- Gender
- Mobility/Stability
- Special Programs
- At-Risk List
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- College/University/Dual Credit/Advanced Placement Enrollment
- District/Campus Faculty/Student/Parent Surveys

Data Sources Reviewed
- Course Selection Guide
- Master Schedule
- PEIMS Data
- Texas Academic Performance Reports for Accountability
- 2019-2020Faculty Surveys
- 2019-2020District/Campus Parent Surveys
- 2019-2020Student Surveys

Findings/Analysis

Strengths
- Number of Computer Labs
- NoRedInk, PLATO
- EDUPHORIA
- Wireless across campus
- Portable Laptop Labs
- Projectors in every room
- Existing security cameras
- Regular hardware/software updates
- Quick turnaround regarding hardware/software issues

Needs
- Student/staff accountability for security access
- More training for hardware/software, including curriculum implementation
- Less teacher restrictions/filters
- More EDUPHORIA, NoRedInk and Plato Training

- More document cameras (Elmos) and interactive touch screen televisions
- Hardware in ISS room
- Investigate the implementation of e-textbooks
- Additional security cameras
- Encourage the development of teacher websites
- Develop department specific websites
- IT/curriculum integration specialist
- Dedicated webmaster for campus website

Summary of Needs

All teachers have and use LCDs in their classrooms, but the concern still exists that LCDs are nearing their useful life. There is a need for more "ELMOS" as well or replacing LCDs with Interactive Touch Screen Televisions. The staff needs appropriate professional development and time to incorporate new Instructional Technology. Teachers need to know how to use technology to help improve student achievement. Teachers need professional development updates in the use of EDUPHORIA program to gain access to student achievement data. A need for additional support staff for Instructional Technology (someone who is not an IT person but an educator who knows how to use technology in teaching) still exists. Appropriate hardware is needed in the ISS room to serve students.

Every child, prepared for success in college, a career or the military.

Strategic priorities

| Recruit, support, and retain teachers and principals | Build a foundation of reading and math | Connect high school to career and college | Improve low-performing schools |

Increase transparency, fairness and rigor in district and campus academic and financial performance
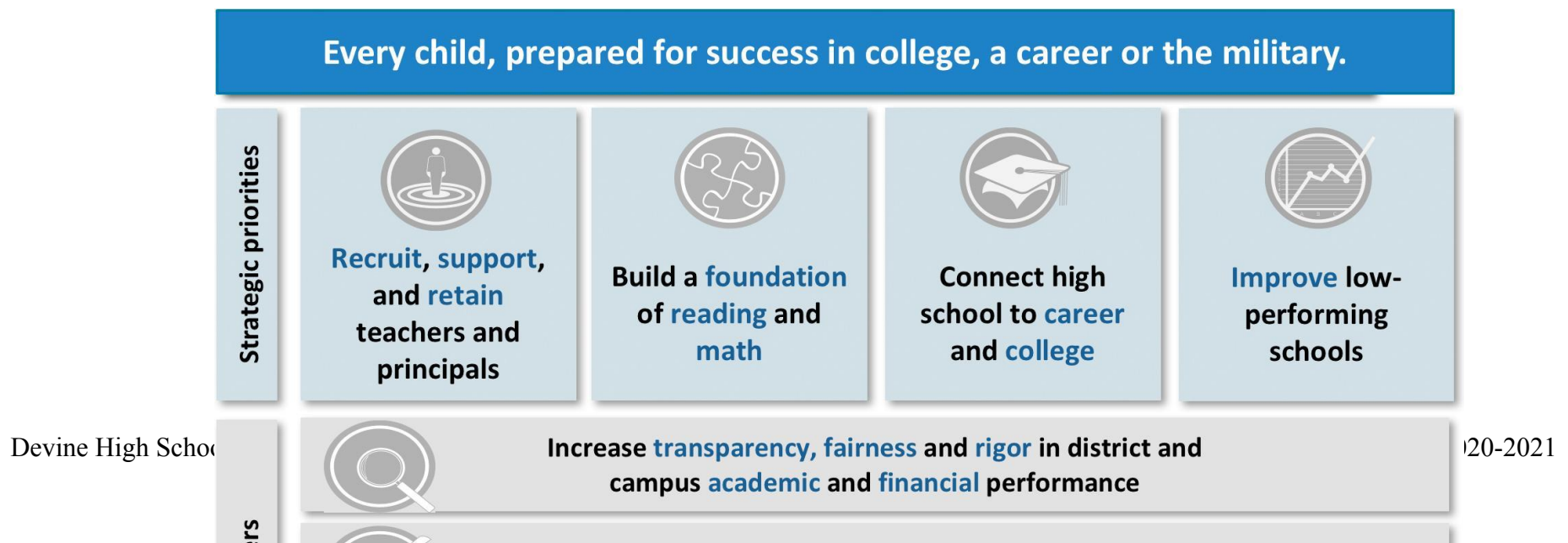
TEA Strategic Priorities

Devine High School Campus Improvement Plan

District Goal #1: PARENT AND COMMUNITY INVOLVEMENT: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective 1:1 - *Community and parental involvement with the campus will be increased.*

    Measurement: Documentation will indicate that parents and community were encouraged to become partners in the improvement of the campus.

    Campus Goals: Partnership programs with community organizations will be maintained or increased. Include parents and community in decision making.

Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	**May**
Conduct conference opportunities for parents and teachers	Print at bottom of report cards, Local media, School Messenger, Facebook	Principal, Asst. Principal, Counselor, Staff	August - June	Sign in sheets, Band and Athletic Boosters membership rosters; report cards, newspaper articles		
Distribute school news-paper to community, and staff weekly	The Round Up, printed weekly and the DHS Online Express News	Principal, Journalism teacher, Other staff	August - June	The Round up-Published weekly; News-Published		
Distribute Parent and Student Portal to parents and students	Parent and Student Portal	Principal, Counselor, APs, Secretary/Registrar	September - June	Parent and Student Portal		
Distribute progress reports through Parent Portal parents of Special Ed. students and at-risk students as needed	Progress reports	Teachers, Principal, APs, Counselor, Registrar	September - June	Progress reports issued each three weeks, Parent Conferences		

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Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Advertise school activities on marquee, local media, district website and social media	Newspaper, School Marquee, School Messenger, District Website, Twitter and FaceBook accounts	Principal, Ath. Dir., Journalism Teacher, Assistant Principal	August - June	Sign in sheets, Facebook participation		
Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; i.e., FFA, FCCLA, UIL,etc.	Parent Volunteers, Booster Clubs, Hospitality Services, Community Center, MS and HS gyms, DSAC	Principal, Sponsors, Band Dir., Ath. Director, Club Sponsors, APs, Lib. Dir.	August - June	Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles		
Encourage community participation in activities such as music concerts, athletic banquets, and theater productions.	Gym, Parent Volunteers, Booster Clubs, Flyers, Local Media, Meals, DSAC	Principal, Band Directors, Coaches, Theatre Director, Literary Director	August - June	Newspaper articles as approved by principal, Sign-in sheets, head counts, ticket sales		
Texas Public School Week, Red Ribbon Week	Newspaper, School Messenger, Facebook	Principal, APs, Sponsors, Art Instructor	August - June	Newspaper, Red Ribbon Distribution, Display of student art		
STAAR EOC Recognition	DSAC, Local Media, Social Media accounts	Principal, APs, Counselor, Staff, Maint. Personnel	June	Awards Distribution Master list on file		

Encourage parent participation at meet the teacher night	Announcement in newspaper, Social Media accounts, School Messenger	Principal, APs, counselor	August - October	Sign-in sheets from parent night		

Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Senior Boy and Girl Student of the Month	Lions Club, Local Media	Principal, Teachers	Monthly (nominations)	Academic performance, Citizenship, Involvement in Student Activities, Attendance		
Improve campus website, www.devineisd.org	Website, technology person, submission materials	Principal, Technology Director, APC&I, Other staff	On weekly basis	Website, review technology survey		
Continue to hold a college/job fairs to provide knowledge to parents about post-secondary education	Personnel, College Recruiters, Military Recruiters, Tech School Recruiters, Media	Principal; Counselor, APs, Teachers	Fall	Student attendance and participation, Parent Attendance		
Provide campus event calendar monthly or each grading period, with student activities, SBDM Meetings, Board Meetings, school-sponsored activities	Publishing costs	Principal, AP's, Athletic Directors, Other staff	August - June	Social Media, Physical Calendar, Notification on progress reports and Report cards		

Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVING STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Ensure the district communicates state and federal promotion and graduation requirements	Local media, TEA materials, 4 Year Plans, Course Guide, Student Handbook	Principal, Assistant Principals, Counselor	August - June	Articles in local paper, Social Media, Handbooks		
Provide involvement for parents at alternating settings and times –stagger times from other campuses	Alternative settings, times	Principal, Assistant Principals, Counselor	August - June	Conference minutes, Parent night sign-in sheets		
Provide and communicate district and campus-based programs and organizations through registration/enrollment, School Messenger, district/campus websites and Social Media accounts	Publishing costs Title IV-Part A	Technology Director, Principal, Club Sponsors, Athletic Directors, Assistant Principals	August - June	Participation numbers, Followers, Response numbers		
Develop and distribute a parent satisfaction survey for parental input on an annual basis	Online Surveys	Principal	Spring	Completed surveys		
Create and manage campus Twitter and Facebook accounts	Computer with internet access	Technology Director, Designated Account Administrator	August – June	Number of friends or followers		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.
Campus Objective 2:1 - *STAAR End-of-Course Exams (EOCs) will increase to reflect State average passing standards.*

| **Measurement:** | The percent of all students and sub populations enrolled in the district will increase or be maintained in accordance with campus established goals. |

| **Campus Goals:** | The percent of students and sub populations passing the STAAR tests will attain or exceed the Texas state average passing percentages. |

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Teachers will use STAAR EOC software	Computer Lab, NoRedInk	AP's, Teachers, Computer lab aide	August - June	Computer Lab Schedule, Student EDUPHORIA Profiles		
Essay, open-ended and multiple choice format questions will be used on course examinations	Copier, Test Format, Scantron Machine	Principal, Asst. Principal, Department Chairs, and Staff	August - June	Teacher Records		
Teachers will use TEKS based EOC Questions on each test to assess student progress.	Printer/scanner, EDUPHORIA, Test question models, TEKS	Principal, AP's, Department Chairs, Teachers	August – June	Teacher Records, EDUPHORIA Records		
Teachers will implement cross-curricular strategies in preparation for STAAR EOC	Writing Prompts, STAAR EOC Writing Objectives and Materials, NoRedInk	Principal, AP's, Curriculum Coordinators, English Department Teachers, Department Heads	August – June	Lesson Plans, Activity Plans, Teacher Records, STAAR EOC Results		

English 1&2						
Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	**RESOURCES NEEDED**	**STAFF RESPONSIBLE**	**TIMELINES FOR REACHING GOALS**	**FORMATIVE EVALUATION CRITERIA**	**Formative**	
					Dec.	**May**
Questions testing higher order thinking skills will be utilized in all classes	Brain Teasers and Challenges, Question Books and Motivational Posters	Principal, AP's, Department Chairs	August-June	Lesson plans, teacher records		
Review SAT/ACT/TSI objectives in English and Math classes	PLATO, NoRedInk, Review Materials	Principal, AP's, Counselor, English Department, Technology Coordinator, Math Department	August - June	Sign-in sheets for classes, lesson plans, Additional Indicators		
Share standardized test Results/Data with all teachers	TAPR Report, EOC Results, EDUPHORIA	Principal, AP's, Counselor, Department Chairs Coordinator	August - June	STAAR EOCs, Benchmarks, TAPR, EDUPHORIA Reports		
Conduct STAAR EOC benchmark tests for grades 9-11 in core areas.	STAAR EOC released tests or other source, EDUPHORIA	Principal, AP's, Department Chairs, English, Math, Science, and Social Studies Teachers	December - January	Teacher evaluations, Benchmark Results		
Use Semester Exams as fall formal benchmark for STAAR EOC exams.	Testing Calendar, EDUPHORIA	Coordinators, Testing Coordinator, Principal, AP's	April-June	DHS Calendar; Semester Exam Schedule		

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Maintain and monitor listing of students identified as being at-risk each six weeks for follow-up RtI services	Report card data, Cumulative failure list, EDUPHORIA data	Principal, AP's, Counselor, Department Chairs	August - June	List of at-risk students and failure rates for six weeks evaluated by admin. and discussed with staff, improved progress of at-risk students		
Instruct students on use of electronic media to improve their research and remediation for standardized tests	Computer labs, Microsoft Network, staff programs, Individual Classroom Computers, Internet, Graphing Calculators	Teachers, Curriculum Coordinators, Principal, AP's, Technology Coordinator, Librarian	August - June	Computer lab, library, and teacher records		
Provide school-year services for identified G/T students that include instructional and organizational patterns as specified in 19 TAC Ch 89.52 (a)(5)	Local Budget- Advanced Placement, Pre-AP, Dual-Enrollment English III & IV, US History, Govt and Economics	Principal, AP's, Counselor and DC & AP Teachers	August - June	Results based monitoring documents, G/T surveys and/or program evaluation		
Provide access to and use of computers for review of PSAT, SAT, ACT, and TSI material	Computers and software, Internet sources, Plato lab, SAT & ACT specific software	Principal, AP's, Technology Coordinator	August - June	Computer lab schedules		

Provide review of STAAR EOC Student Expectations for required grades	Practice STAAR EOC Tests, STAAR EOC materials, Computer Software	Principal, AP's, Curriculum Coordinators, Teachers in four core areas	August-June	Copies of reviews, sign-up sheets for attendance		

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Build campus incentives for students who do well on STAAR EOC	Time, local merchant incentives	Principal, AP's	August - June	Media Coverage, School Publications, Broadcasts		
Develop student recognition for students who earn Masters on EOC	Local budget for picture frames, certificate paper, and invitations,	Principal, AP's, Counselor	August - October	Picture displays, lists of commended students		
Teachers will have STAAR EOC warm-up activities in all core area classes.	Local funds: Paper, STAAR EOC resource materials	Principal, AP's, Department Chairs	August - June	Walk-throughs		
Monitor and adjust STAAR EOC Plan based on student needs	Local funds: Department Chairs, AP's salary, Eduphoria data	Principal, AP's, Department Chairs	August - June	Physical plan and walkthroughs		

After-school and evening EOC Tutorials	Plato Lab, Personnel	AP's, Department Chairs, Teachers	August - June	Increased STAAR EOC scores		

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	**RESOURCES NEEDED**	**STAFF RESPONSIBLE**	**TIMELINES FOR REACHING GOALS**	**FORMATIVE EVALUATION CRITERIA**	**Formative**	
					Dec.	**May**
Implement more hands-on activities in all classrooms	Internet Research, Materials, Activities	Principal, AP's, Department Chairs, Teachers	August - June	Lesson Plans, Walk-Throughs, T-Tess		
Implement the usage of plagiarism software/website	TurnItIn.com or Safe Assign.com accounts, Internet Access	Principal, AP's, Technology Director, Teachers	August – June	Usage reports, plagiarism reports		
Provide release time for STAAR EOC teachers to review strengths and weaknesses of students	EDUPHORIA, Release time, Substitutes	Principal, AP's, Department Chairs, Teachers	August – June	Increased STARR EOC scores		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2: STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.
Campus Objective 2:2 - *The achievement gap among student populations on the STAAR EOCs will be reduced by 10% each year.*

Measurement: The percent of student groups meeting minimum expectations will increase or be maintained in accordance with campus-established goals.

Campus Goals: The percent of Hispanic students passing STAAR EOC tests will meet or exceed state standards.

The percent of economically disadvantaged and at-risk students passing the STAAR EOC tests will meet or exceed state standards.

The percent of Special Education students passing the STAAR EOC tests will meet or exceed state standards.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Review STAAR EOC test data with RtI Committee, as data is recorded, use of Eduphoria	Copier and test data	Principal, AP's, Counselor, Teachers in four core areas	August - June	Student Academic Achievement Records		
Implement interventions as prescribed by RtI Committee	Copier, test data from EDUPHORIA, RtI Forms, NoRedInk	Principal, AP's, Counselor, Teachers in four core areas	August - June	EOC results, Student Academic Achievement Records		
Incorporate oral language strategies for ESL students through use of ESL tutorials, materials, software, Ipads with translator	Local, Title III funds, IPads	Principal, ESL Teachers, Director of Special Programs	August - June	TELPAS		

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App						

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:3 – *Eighty Five percent (85%) of students will meet the passing standards on a six weeks basis.*

Measurement: Instructional strategies and data will indicate that 85% of students will meet the passing standards.

Campus Goals: The percentage rate of students failing one or more courses each six weeks will not exceed 15%.

The annual percentage rate of students failing one or more courses will not exceed 15%.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Continue Semester Exam Exemption Prog. to improve attendance and grades	Coordination with all staff	Principal, AP's, Staff	Third and Sixth 6 Weeks	Student schedules, In-service roster, Teacher records		
Schedule Parent/Guardian Conferences at end of 6 weeks for students with failing averages	Copier, Telephone, Progress Reports	Principal, Counselor, Faculty	September - June	Sign-in sheets, Progress reports, parent contact log		
Parental contact will be made if student is not doing assigned work	Progress Report, Telephone	Principal and Teachers	August - June	Parent contact log, Parent and Student Portal		
Monitor and adjust the credit retrieval program for at-risk students	Plato Lab, Personnel,	Principal, AP's, Counselor, Staff	August-August	Improved passing rate, lower dropout rate		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:4 - *Student attendance rates will increase.*
      Measurement: The campus attendance rate will increase or be maintained annually until the standard of 97% is attained or exceeded.

      Campus Goals: Student absences will not exceed 9 per semester.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON-GOING MONITORING	FORMATIVE EVALUATIONCRITERIA	Formative	
					Dec.	May
Reward individuals with perfect attendance in all class periods, 6-week intervals	Prizes for drawing, Out of uniform days	Principal, APs, Attendance Clerk	August - June	Student attendance reports		
Contact parents about excessive absences, use Gmail and phone to notify parents of student absences	Email, telephone	Asst. Principal, Attendance Clerk, SRO, Staff	August - June	Attendance Records		
Continue Semester Examination Exemption Program to improve attendance and grades	Staff, office records	Principal, Asst. Principal, Department Chairs, Attendance Clerk, SRO	3rd and 6th six weeks	Attendance Records		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:5 *Technology will be integrated throughout instruction to increase the competencies of students and faculty in the use of computer skills and the internet.*

Measurement: Data will indicate that student achievement was impacted by the use of technology in classroom instruction.
Campus Goals: Enhance the effectiveness of classroom instruction through technology.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Monitor upgrades of computers issued to students, faculty, admin, and counselors	Computers, hardware, software, licenses, training	Principal, District Technology Director, Technology Staff	August -June	Purchase orders as verified by principal		
Schedule technology-related in-services	Region 20, Class software	Principal, District Technology Director	August - June	Purchase orders as verified by principal		
Increase student access to research and communication resources by providing internet access to all academic areas	Local funds, Computer Lab time	Principal, District Technology Director, Librarian	August - June	Purchase orders as verified by principal; Wi-Fi/Internet Usage Reports		
Increase awareness of the Levels of Technology Integration (LoTi) in instruction	LoTi resources, time allotted for training, walk-throughs, follow-up	Principal, AP's, Librarian, Dept. Chairs	Aug-June	Walk through data shows use of technology and a higher level of technology integration for instruction		

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Implement the use and distribution of the portable iPad/Laptop Labs.	Apps, iTunes account	Principal, Librarian, APs, Coordinators	October – June	Sign-out Sheets Apps purchased		
Implement additional teacher security access with increased accountability	Network Administrative Access	Principal, Technology Director, Teachers	Ongoing	Usage reports, walk-throughs		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:6 *The annual dropout rate will decrease in order to meet or exceed state and federal standards.*
      Measurement: The number of students who drop out of school will decrease annually in accordance with campus-established goals.

      Campus Goal   The campus dropout rate as determined by TAPR data will be maintained or decrease from the State rate of 2.1%

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	**May**
Verify withdrawals to other districts and to homeschool	Withdrawal Document, Request records	Counselor, APs, Special Education, Registrar	August - June	Requested records form received		
Evaluate out-of-district transcripts	Records, Transcripts, and AAR	Principal, Counselor, APs, S E Transition Counselor	August - July	Student records Student test reports		
Recover students who have not passed a grading period or STAAR EOC	PEIMS info, attendance records, & EOC study guides, tutorials Title III & Title I-C	Principal, AP's, Counselor, Attendance Clerk	August-August	Student test reports		
Computer Labs will be available all day	Computer labs, software, skill banks, Lab aide/ technician,	Principal, Campus Technology Director	August - June	Teacher schedules, sign-in sheets		
Career Technology Work Program—DCP	Classroom, CT Teacher, CT Weighted Funding	Principal, Ag Science teacher, AP's	August - June	Teacher records		

Devine High School   Campus Improvement Plan –2020-2021

Goal 2 Student Achievement Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Timelines for Reaching goals	Formative Evaluation Criteria	Formative	
					Dec.	May
After-school and evening EOC Tutorials	Plato Lab, Personnel,	Teachers	August - June	Increased STAAR EOC scores		
Devine Learning Center and SRO resources to communicate with parents and help to enforce attendance laws.	Local	Principal, SRO, Director of Special Programs	August - June	Attendance Records		
Incorporate technology skills into all classes, 9-12	Technology domain included in classroom walk-throughs	Principal, APs, Department Chairs	On-going	Satisfactory monitoring as reflected on walk-through instrument		
Host and attend College/Career Days	Career Eduphorianess Program	Principal, Counselor, CATE Director	August - June	Student reports		
Encourage interest inventory and/or ASVAB	Military personnel, CTE Personnel	Counselor, CTE Coordinator	September	ASVAB Score Reports,		
Invite college recruiters to discuss financial aid, credits, class enrollment procedures, and goal-setting with seniors	Time, college personnel	Counselor	Fall Semester	Student reports		

Devine High School   Campus Improvement Plan –2020-2021

District Goal #2:   STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:7 - *The percent of students annually attaining graduation requirements will continue to remain at or above the state-required level.*
    Measurement: The graduation rate will be maintained in accordance with campus-established goals.
    Campus Goals: The percent of students attaining graduation requirements will remain *at or above the state-required level.*

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINESFOR REACHING GOALS	FORMATIVE EVALUATIONCRITERIA	Formative	
					Dec.	May
Attend a college fair at an area school. Conduct financial aid/FAFSA workshops.	College Representatives, Transportation, Mail, Newspaper, Flyers	Counselor, APs	November and February	Counselor records		
Provide information for students to visit colleges and technical schools	Admission staff, Catalogs, College Days, Café College	Counselor, APs	August - April	Sign-in Sheet		
Provide CTE and career counseling for teenage parents	Vocational Counselor, School Nurse, Home Teacher, Special Ed Counselor, Consumer Eco teachers	Principal, Counselor, APs, Special Ed Counselor, Consumer Eco Teachers	On-going	Counselor Records, Class Curriculum		
Provide CTE courses to prepare students for technical college and career paths (Career	CTE Director and Teachers	Principal, CTE Director and Teacher	On-going	Class records and curriculum		

pathways)						

District Goal #2: STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Measurement: Performance on the SAT, ACT, and TSI will increase in both verbal and mathematics sub-tests, with increase in the number of students tested in accordance with campus established goals.

Campus Goals: Students taking College Admissions Tests will increase in number and in scores to close the gap between this campus and the Comparable Campus Group, as established by the State.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Questions testing higher-order thinking skills will be utilized in all courses	Brain teasers, Question books, and textbooks	Classroom teachers	August - June	Daily work and tests		
9th, 10th and 11th grade students will be encouraged to take the PSAT by tying the test to PAP/AP courses' requirements.	Printed materials, Study Guides	Counselor, Classroom teachers	August - June	Test results, PAP/AP Guidelines		
College bound juniors will be encouraged to take the ACT or SAT and to retake each in order to raise their scores	Printed materials, Study Guides	Counselor, Classroom teachers	August - June	Test results		

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Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Continue student recognition program for high SAT/ACT scores	Funds for awards, certificates, pictures	Principal, AP's	August - March	SAT/ACT scores		
Develop criteria for eligible students to take THEA, SAT/ACT tests, AP exams, and dual-credit courses.	Lists of eligible students and budget money to cover the cost,	Counselor	August - June	Published criteria, application forms, and test results		
Utilize student assessment data management system (EDUPHORIA) for analyzing EOC testing data, developing benchmarks, and building TEKS-aligned assessments.	Curriculum Director, Principals, APs, Curriculum coordinators	Local	September - June	EOC results TELPAS results Benchmark Results Six-Weeks/Unit Assessments		

District Goal #2: STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

Campus Objective 2:8 - *Focus budgetary allocations on instruction.*

Measurement: Instructional funds should increase in proportion to district-wide ADA.
Campus Goals: Students and staff will maintain sound conservation and safety practices. State allocated campus incentive monetary awards should be accountable and targeted solely for instruction. Encumber and spend all district budgeted funds directed towards instruction prior to the district deadline.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Require staff to practice safety procedures as identified by the administration to include supervision	Staff meeting	Principal, Asst. Principal, Counselor, Department Chairs,	August - June	Decrease accidents as verified by the assistant principal, monthly drill reports		
Budget allocations reflect the needs of G/T, Special Education population	Budget—as per superintendent and business manager	Principal, SBDM, Department Chairs,	August - June	Budget on file to show expenditures for all student populations		
Budget allocations for implementation of new CTE and certification programs	Budget—as per superintendent and business manager	Principal, SBDM	August - June	Budget on file to show expenditures for all student populations		

District Goal #3:   **Curriculum and Instruction:** A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective 3:1 - *The curriculum for all students will focus on high expectations and higher-order thinking skills.*

Measurement:	Documentation of higher-order thinking skills will be in the lesson plans.
Campus Goals	All teachers will use higher-order thinking skills in all subject areas so that all students realize their learning potential and be prepared for productive lives.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Advanced Placement in-services as appropriate	Region 20, College Boards, Substitutes, TEA	Principal, Department Chairs, AP's	On - going	Budget, student schedules as verified by the principal		
Encourage students to take additional science and mathematics courses by offering PAP/AP weighted courses.	Curriculum materials, Graduation requirements	Principal, Counselor, Mathematics and Science Departments, AP's	August - June	Student schedules		
Offer dual-credit courses in additional disciplines; Continue offering English, US History, Government and Economics dual-credit	Course booklets, College catalogs, Articulation agreements with	Principal, Counselor, AP's, English Teachers, Social Studies Teachers, FCS and Ag Teachers	August - June	Budget increases, Student schedules		

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					Formative	
	Coastal Bend					

Goal 3 Curriculum and Instruction **STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE**	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Dec.	May
Increase the use of computer labs in instruction. Add more computers to labs and rooms	Computers, Software	Principal, Counselor, AP's, Technology Director	August – June	Lab scheduling records		
Meet federal standards for curriculum alignment and assessment through TEKS & ELPS alignment of campus curriculum.	Eduphoria, Kilgo Data and Research	Principal, AP's, Department Chairs, Asst. Supt. of C&I	August - June	Kilgo Alignment		
Utilize the iPad/Laptop labs in the classroom.	iPad Apps, Wireless	Principal, Librarian, APs, Counselor, Department Chairs, Teachers	October – June	iPad Check-out list		
Implement additional sections of Dual Credit Welding	Budget	Superintendent, Principal, AP's, Ag Teachers	August – June	Student Schedules, Master Schedule		
Implement remediation courses for STAAR Re-testers	Additional Teacher, Curriculum Materials	Principal, AP's, Counselors, Core Teachers	August – June	Student Schedules, Master Schedule		

District Goal #3: **Curriculum and Instruction**: A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective 3:2 – Increase *the percent of students enrolled in advanced courses.*

Measurement:	The percent of students enrolled in advanced courses will be maintained annually in accordance with campus-established goals.
Campus Goals	The percent of students enrolled in advanced courses will increase.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Advanced Placement in-services as appropriate	Region 20, College Boards, Substitutes, TEA	Principal, Department Chairs, AP's, Asst. Supt. of C&I	August - June	Budget, Conference certificates and/or voucher requests		
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in PAP/AP classes.	Course booklets & standards chart	Principal, Department Chairs, AP-G/T Coordinator, Counselor, AP's	August - June	Test results and Sign-up sheets		
Encourage students to take AP/PAP science and mathematics courses that have advanced course weight.	Curriculum Materials, printed materials, Board Policy	Principal, Mathematics and Science Dept. Chairs, Counselor, AP's	August - June	Budget, Student schedules		

District Goal #3:   **Curriculum and Instruction:** A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective 3:3 - *The percent of students graduating with the distinguished achievement and a performance acknowledgement seal will increase by 10% per year.*

Measurement: The percent of students graduating under the distinguished seal with *a performance acknowledgement* will be maintained in accordance with campus-established goals.

Campus Goals: The percent of students graduating on the recommended program will increase each year.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Advanced Placement in-services as appropriate	Region 20, College boards, Substitutes, TEA	Principal, AP-G/T Coordinator, Department Chairs, Counselor	August- June	Conference certificates, Teacher vouchers		
Encourage students to take the PSAT in the 10th and 11th grade by linking it to requirements in PAP/AP classes.	Course booklets and standards chart	Principal, AP - G/T Coordinator, Counselor	August - June	Test results		
Increase the use of the computer labs in instruction	Computer labs	Principal, Counselor, Teachers	August - June	Lab scheduling records		

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District Goal #4:   **Qualified and Effective Personnel:** Effective personnel will be recruited, developed, and retained.

Campus Objective 4:1 - *Staff development programs will be implemented on this campus. An attitude of high expectations and performance will be developed among staff. Staff shortages in critical areas will decline through a recruiting program to select and retain quality teachers.*

Measurement: Documentation will indicate that staff development was provided for all teachers. Documentation will indicate that staff shortages have been reduced.

Campus Goals: At least 50 percent of faculty meeting time will be devoted to instruction-related topics. Technology will be used to increase the efficiency of instructional management and administration. Mentors will be provided for first and second-year teachers.

Goal 4 Qualified and Effective Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Provide In-service on Student Expectations for STAAR EOC.	Region 20	Principal, Asst. Principals	August - June	Evaluation forms		
Encourage teachers to attend G/T and AP workshops.	Region 20	Principal	August - June	Certificates		
Maintain a lower ratio of students to teachers for effective use of talents in critical core areas according to staffing levels	Course offerings, Texts, Staffing	Principal, Counselor, Assistant Principals	August - June	Teacher grid sheets		

Recruit and hire staff as needed in critical areas of core courses and special ed.	School District, Colleges, and Universities, Job Fairs	Personnel, Principal	On - going	Contracts, Certification records		

Goal 4 Qualified and Effective Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	**RESOURCES NEEDED**	**STAFF RESPONSIBLE**	**TIMELINESFOR REACHING GOALS**	**FORMATIVE EVALUATION CRITERIA**	**Formative**	
					Dec.	**May**
Evaluate Program Effectiveness	Evaluations, Planning time	Principal, Department Chairs	August-June	Walkthrough forms, Lesson Plans, Team Mtg Min., Kilgo Monitoring		
Provide quality staff development to ensure that all core teachers remain Effective.	Title II-A Title IV-A Local	Director of Special Programs, Asst Superintendent, Principal	August - June	Staff development surveys, annual review of teacher certificates		
The district will provide reimbursement for the TExES test in high needs areas to assist teachers in becoming Effective.	Title II-A Title IV-A Local	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	Effective--teacher certificates		
Maintain highly effective staff in all subjects.	Time	Dir. of Special Programs, Personnel Director, Principal, Teacher	August-June	Effective--teacher certificates		
Maintain personnel to reduce the achievement gap by providing instruction and remediation in small groups.	Principal Classroom teachers	Local, SCE	August - June	TELPAS results STAAR EOC results		

| Provide technology and training to enrich student learning | Funding, Staff Development, Workshops | Asst. Superintendent, Principal, Technology Staff | August – June | Workshop Certificates | | |

District Goal #4:   **Qualified and Effective Personnel:** Effective personnel will be recruited, developed, and retained.

Campus Objective 4:2 - *Research will be utilized throughout instruction and management to improve student performance.*

Measurement: Data will indicate that student achievement was impacted by the use of research regarding classroom instruction.
                          Documentation will indicate that instructional management and administration were enhanced by research.
Campus Goals: Enhance the effectiveness of classroom instruction through research.

Goal 4 Qualified and Effective Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative Dec.	May
Expand staff development to include attendance at Region 20 workshops, mtgs, conventions, etc.	Budget Increases; Funds for subs, travel, workshop expenses	Principal, Asst. Principals, Asst. Superintendent	August - June	Verification of attendance through reimbursement, sign-in sheets, and/or certificates		
Continue vertical and horizontal team meetings, including implementation of core area (PLCs)	Informal and formal departmental meetings across grade levels, Subs/ funding for subs	Principal, AP's, Asst. Superintendent, Department Chairs	August - June	Sign-in sheets, curriculum maps		

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Monitor upgrade cycle for computers issued to departments, admin, and counselors	Local funds: hardware/soft-ware, licenses, training	Principal, Technology Coordinator, Teachers	August - June	PO's and received items

District Goal #5: **School Climate: Safe and Disciplined Environment:** The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective 5: *A campus attitude will exist with only the highest expectations of student performance and behavior*

Measurement: School vandalism will remain low, safety will be promoted, drugs and weapons will continue to be reduced as evidenced by department records in accordance with district-established goals.

The number of campus removals, suspensions, and expulsions will decrease or be maintained annually in accordance with district-established goals.

The low accident rate will continue.

Student performance scores and behavior will improve as a result of campus planning, coordination, and implementation of innovative instructional strategies.

Campus Goals: Involve district staff, principal, teachers, campus staff, students, parents, and community representatives in improving student achievement through shared decision-making.

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Monitor the use of security equipment to decrease vandalism and/or graffiti.	Cameras, police reports, computer, VI MonitorPlus, Visitors' Passes	Principal, Asst. Principal, All staff	August - June	Staff placement as verified by principal, Log of individual students		
Student Council will coordinate activities to promote a safe and drug free school environment	Local	Principal, Teacher/ Sponsor, Student Council sponsor and members	August - June	Calendar, Decrease in school violence and referrals		
Continue random drug testing program and expand to include testing for additional drugs	Local funds	Principal, Asst. Principal, Counselor, Ath. Directors, UIL Director, All club/ organization sponsors, School Nurse	August-June	Drug Test Results		

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Promote activities to support Red Ribbon Week (Drug Free)	Local funds: Campus organizations	Principal, Asst. Principals, Counselor, FCCLA, Student Council Sponsors	October	Teacher records, photos, purchase orders		
Program on substance abuse consequences	Campus organizations Local	Principal, Counselor, Organization Sponsors, Central Office Personnel	August-June	Student attendance, Lesson plans		
Random Search—Drugs and/or drug paraphernalia and weapons	Drug Dogs Local funds	Asst. Principals	Random—No Announcement	Report filed regarding findings		
Provide an Anti-Bullying Presentation	Presenters	Student Resource Officer, APs, Principal	August - June	Decrease in reports and referrals for bullying to the SRO and Asst. Principal.		
Continue to enforce district policy that discourages drug and alcohol abuse by UIL participants and other student leaders	Constitution and by-laws of organizations, Student Handbook, and Board Policy book	Sponsors, Asst. principal, Principal	On-going	Positive example will be set; reduced number of drug and alcohol-related referrals		
Encourage involvement in co-curricular and extra-curricular activities	Clubs and organizations	Staff	On-going	Positive example set; less idle time; increased self-esteem		

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Continue programs that recognize student achievement	Lions Club, School Board and other organizations, Scholarship Awards Program, Local Newspaper	Principal and campus staff	August-June	Purchase orders, staff records		
Continue computer grade book program (TxEIS)	Local funds	Principal, Teachers, Counselor	August-June	Computer print-outs, Computer history		
Encourage display of student work	Posters, student work, teacher display cases, easels	Principal, staff	On-going	Purchase orders, staff records		
Conduct safety briefings for staff	Posters, handouts, safety tests	Principal, Asst. Principals	August-June	Sign-in sheets		
Promote class discussions regarding safety in all lab and PE classes	Copier, Disaster Preparedness Plan	Principal, Science Dept. Chair, Ath. Coordinators, Ag Faculty	August-June	Teacher records		
Encourage students to follow all rules in DISD High School Student Handbook	Student Handbook	Principal, Asst. Principals, Staff	August-June	Signature forms		
Discussion of school and classroom expectations of student behavior in small groups	Student Handbook, Classroom Rules	Asst. Principals, Teachers	First Day of School, and first week	Behavior acceptable for high school students		

Goal 5 School Climate STRATEGIES FOR	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING	FORMATIVE EVALUATION	Formative

IMPROVEMENT OF STUDENT PERFORMANCE			MONITORING	CRITERIA	Dec.	May
Class session on self-esteem, goal setting, and organizational skills	Commercial and teacher-made materials	Teachers, Counselor	End of first six weeks	Feeling of self-worth, which creates a more productive student		
Reinforce appropriate behavior	Individual counseling; Parent-Teacher Conf.	Principal, Asst. Principals, All staff	On-going	Observe appropriate student behavior.		
Encourage club sponsors to require student involvement in charitable community causes	Sources of community charitable causes	Club Sponsors	August - June	Activity logs		
Emphasis will be placed on positive behavior during the school day and at extra-curricular activities	Student handbook; Teachers' classroom rules and procedures	All staff	On-going	Positive school atom-sphere and climate; discipline referrals will decrease		
Increase communication with local law enforcement agencies regarding prevention of violence. Coordinate an evacuation plan and other necessary plans in the case of an emergency situation.	Communication meetings between school officials and law enforcement agencies	Principal, Assistant Principals	On-going	Planned drills, such as long distance fire drills		

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Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Require student organizations/ clubs to participate in community-based service activities at elementary, intermediate, middle school and high school	Sources of community-based services	Club Sponsors	August - June	Activity logs		
Provide awareness of teen dating violence to students and parents through health classes, presentations, related videos, posters, hotlines, parent listserv, district website, and written communication.	Local Teen Dating Violence Listserv Devine News FCCLA	Principal, Assistant Principals, Counselor, SRO, FCCLA and health teachers	August - June	Documentation of communication and programs implemented		

√- Accomplished   ▲ – Considerable   ▼- Some Progress   **0**- No Progress   **X**- Discontinued

Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

(1) was not advanced from one grade level to the next for one or more school years;

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;,

(4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Local Criteria: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the *Financial Accountability System Resource Guide* (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

(1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).

(2) The district does one use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.

(3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.

(4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.

(5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.

(6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School-and Devine High School are not a Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I-Part A school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I-Part A, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are not fiscally combined with Title I-Part A, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Campus-Level SCE Services 2020-2021

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

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Instruction: Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance on ENG I and II EOCs.	1 Certified Teachers- (ELAR-.12 FTEs) SCE-$6,132	Principal	August- June	Teacher tests Grade cards	Pass all classes EOC STAAR results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance in core subject areas and also assists with oral language development for ELs)	1 Aide- (.8 FTE) SCE-$18,450	Principal PLATO Counselor Technology Aide	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Supplemental Instruction - Provide supplemental technology instruction to students in need of assistance with oral language development for ELs)	1 Certified Teacher- (.12 FTE) SCE-$6,132	Principal Counselors Special Programs Director Rosetta Stone Teacher	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results & TELPAS
After School Tutorials-Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teachers SCE-$1,000 Supplies	Principal	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-$270 (supplies) Local	Principal Counselor Spec. Ed. Director	August- June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
Summer Tutorials-Certified teachers provide accelerated instruction to students who have failed a STAAR or EOC test and are eligible for re-testing.	Approximately 6 certified teaches SCE-$4,000	Principal Asst Principal Counselor	August- June	Teacher tests Progress reports	EOC STAAR Results
DAEP-In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide(1 FTEs) 1 Admin- (1 FTE) Total salaries-$154,842.01 Subs-$5,000 Supplies -$3,600 Copier lease-$4,500 (incorporated w/ MS funds)	DAEP Teachers Asst Supt Per/C&I	August- June	Teacher tests Grade cards	Passing grades Stay in school

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
JJAEP-Participate in Atascosa JJAEP as an alternative to expulsion	SCE-$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, Asst Principals Asst Supt Per/C&I	August- June	First semester record of student attendance	Yearly record of student attendance
*Homebound Services- Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-$10,000	Principal	August- June	Teacher tests Grade cards	Passing all core subjects
STAAR EOC Materials-Core curricula is augmented by teachers using EOC materials to help students achieve EOC objectives.	Instructional supplies SCE-$3,600	Principal	August- June	Teacher tests Grade cards	Passing applicable component of EOC

Additional Services available to support At-Risk Students (not funded by SCE)					
PLATO Lab – Provide student support and remediation for core subject areas and STAAR EOC with PLATO software	Local	Principal	August- June	Pre/Post Test	EOC results Passing core subjects
Provide student support and remediation for ESL students who are new to English (Rosetta Stone)	Title III SSA	Principal Counselor Spec. Prog. Director			
District SRO will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Asst Supt Per/C&I	August- June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

*Funds utilized district-wide