

DEVINE MIDDLE SCHOOL MISSION STATEMENT

*The staff and administration believe
that each student has the ability to learn
and in order to have each student at Devine Middle School
achieve his or her full potential
in academic and intellectual development,
our mission will include
meeting student needs at all levels,
motivating and encouraging each to meet his or her educational challenges,
and creating an environment for the success of each student
regardless of his or her academic level, family background,
socio-economic status, race, or gender.
Upon completion of our mission,
each student will make a smooth transition to Devine High School.*

VISION STATEMENT

*D.M.S. will be a caring community where excellence is the standard—aspiring always to
dream more, learn more, do more, and become more.*

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DEVINE INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

- Cindy Morales.**, President
- Wayde Anderson.**, Vice President
- Nancy Pepper**, Secretary
- Carl Brown**, Trustee
- Dwayne Gardner**, Trustee
- Eva Marquis**, Trustee
- Henry Moreno**, Trustee

DISTRICT ADMINISTRATION

- Linda McAnelly**, Superintendent
- Byron McAdams**, Asst. Supt. for Curriculum & Instruction
- Glenda Allen**, Director of Special Programs
- Rick Rodriguez**, Director of Special Education
- Debbie McCormick**, Business Manager

DEVINE MIDDLE SCHOOL CAMPUS ADMINISTRATION

- Lori L. Marek**, Principal
- Rhonnie Lester**, Assistant Principal
- Steve Anderson**, Assistant Principal for Curriculum & Instruction
- Dawn Schneider**, Counselor

CAMPUS COMMITTEE MEMBERSHIP

SITE-BASED DECISION-MAKING COMMITTEE (SBDM) MEMBERS

Lori L. Marek, Administrator/Chairperson
Shari Dishman, Teacher
Greg Gerjes, Teacher
Michael Fuller, Teacher
Barbara Nelson, Teacher
Roxanne Freas, Teacher
Beth Duncan, Parent
Janise Whitaker, Parent
Jeanne Whitfield, Community
George Wall, Community
Rick Rodriguez, DISD Administrative Representative

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

Dawn Schneider, Campus Administrative Representative
B.K. Bates, Teacher Representative
Heath Poppe, Teacher Representative
Mandy Cross, Teacher Representative
Nancy Saathoff, Parent Representative

504 COMMITTEE

Administrator: Lori L. Marek, Rhonnie Lester, Steve Anderson

Counselor: Dawn Schneider

Teachers: *grade level team teacher(s) as assigned*

Director/Consultant: Glenda Allen

ADMISSIONS, REVIEW, AND DISMISSAL (ARD) COMMITTEE

Administrator: Lori L. Marek, Rhonnie Lester, Steve Anderson

Counselor: Dawn Schneider

Diagnosticians: Beth Bauer, Marilyn Gentry (also Transition Coordinator), Jennifer LaPorte

Special Education Teachers: Roxanne Freas, Don Wieber, Lenny Cortes

Teacher Representatives: *students' regular education teacher(s) as assigned*

Director/Consultant: Rick Rodriguez

ATTENDANCE COMMITTEE

Administrator: Lori L. Marek, Rhonnie Lester

Teachers: Tracie Blackman, Mandy Cross, Kandi Darnell, Clay Marek

Attendance Clerk: Nannette Pilaczynski

CHILD ABUSE REFERRAL COMMITTEE

Administrator: Lori L. Marek, Rhonnie Lester

Counselor: Dawn Schneider

Nurse: Lucrecia Vinton-Lopez

DEVINE STUDENTS ASSISTANCE TEAM (DSAT)

Administrator: Lori L. Marek, Rhonnie Lester

Counselor: Dawn Schneider

Special Education Teacher: Roxanne Freas, Don Wieber, Lenny Cortes

General Education Teachers: *grade level team teacher(s) as assigned*

Director/Consultant: Rick Rodriguez

DISCIPLINARY PLACEMENT REVIEW COMMITTEE

Administrator: Rhonnie Lester

Teachers: Heath Poppe, Greg Geris, Clay Marek

GIFTED/TALENTED COMMITTEE

Administrator: Lori L. Marek, Steve Anderson

Counselor: Dawn Schneider

G/T Teachers: *students' Gifted/Talented teacher(s) as assigned*

Director/Consultant: Byron McAdams

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

Administrator: Lori L. Marek, Steve Anderson

Counselor: Dawn Schneider

ESL Teachers: Kathleen Outlaw, Kandi Darnell, Martha Wall, Roxanne Freas

Parent: _____

Consultant/Director: Glenda Allen

STUDENT PROMOTION & RETENTION/AT-RISK COMMITTEE

Administrator: Lori L. Marek, Steve Anderson

Counselor: Dawn Schneider

Teachers: Martha Wall, B.K. Bates, Clay Marek

CURRICULUM COMMITTEE

Administrator: Lori L. Marek, Steve Anderson

Counselor: Dawn Schneider

Curriculum Coordinators:

ELA – Debbie Stiefer, B. K. Bates, Kandi Darnell

Math – Shari Dishman, Nancy Haass

Science – Bill Lorraine, Brent Blackman

Social Studies – Heath Poppe

Special Education – Terrie Barron

CAMPUS COORDINATORS & OTHER CAMPUS LEADERSHIP POSITIONS

Academic/Grade Level Team Leaders: 8th grade – Martha Wall; Asst. Debbie Stiefer
7th grade – B.K. Bates; Asst. Terrie Barron
6th grade – Clay Marek; Asst. Nancy Haass

Accelerated Reading Coordinator: Tracie Blackman

Dyslexia Testing and Instruction Coordinator: Debbie Stiefer; Teaching Asst. Mary Jane Rosales

Student Council Sponsors: Barbara Nelson, Leah Lozada

Technology Coordinators: Mandy Cross, Frances Lawson

Teen Leadership Coordinator: Leah Lozada

UIL Literary and TMSCA. Coordinator: Clay Marek

ACADEMIC TEAM MEMBERS

Team 6

Clay Marek, Team Leader

Michael Fuller
Nancy Haass
Kelly Hurst
Eddie Johnston
Kathleen Outlaw

Lenny Cortes
Mandy Cross
Shana McGinnis
Barbara Nelson
Richard Peters

Shelly Barron
Frances Lawson

Team 7

B.K. Bates, Team Leader

Terrie Barron
Kandi Darnell
Greg Geries
Christie Kendrick
Tobey Tomblin

Tracie Blackman
Leah Lozada
Mark Mangold
Don Wieber

Linda Evans
Mary Ruiz
Louis Travis

Team 8

Martha Wall, Team Leader

Shari Dishman
Bill Lorraine
Heath Poppe
Debbie Stiefer
Tanya Tilley

Brent Blackman
Roxanne Freas
Rene Muniz
John Rotramel
Tom Settles

Mary Brown
Mary Jane Rosales

CAMPUS IMPROVEMENT PLAN

GOAL 1: IMPROVE STUDENT ACHIEVEMENT AND ATTAIN EXEMPLARY PERFORMANCE RATING ON THE ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS)

- OBJECTIVE 1: ASSESS STUDENT PERFORMANCE AND TARGET STUDENTS IN NEED OF ADDITIONAL INSTRUCTION THROUGH IMPLEMENTATION OF THE CAMPUS TAKS IMPROVEMENT PLAN, DEPARTMENTAL AND INTERDISCIPLINARY TEAM PLANNING
- OBJECTIVE 2: DEVELOP "CURRICULUM ON THE WALL" PROJECT IN ORDER TO REVISE CURRICULUM MAPS IN CORE SUBJECT AREAS AND ELECTIVES CLASSES TO ASSIST TEACHERS IN EFFECTIVE LESSON PLANNING, TO ENSURE VERTICAL ALIGNMENT OF TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), AND TO ENSURE INSTRUCTIONAL MODIFICATIONS ARE MADE FOR ALL STUDENTS SERVED IN SPECIAL PROGRAMS
- OBJECTIVE 3: IMPROVE CAMPUS ATTENDANCE RATES AND REDUCE DROP-OUT RATES THROUGH IMPLEMENTATION OF THE DISD EXEMPLARY ATTENDANCE PLAN (ADOPTED APRIL 2006)
- OBJECTIVE 4: PROVIDE OPPORTUNITIES AND RESOURCES FOR STUDENTS TO MEET THE PASSING STANDARD IN EACH OF THEIR CLASSES EACH GRADING PERIOD AND BE PROMOTED TO THE NEXT GRADE LEVEL
- OBJECTIVE 5: COMMUNICATE TAKS PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS
- OBJECTIVE 6: INCREASE NUMBER OF MAINSTREAMED SPECIAL EDUCATION STUDENTS AND PROVIDE INCLUSION/CO-TEACHING OPPORTUNITIES IN CORE SUBJECT AREAS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: ASSESS STUDENT PERFORMANCE AND TARGET STUDENTS IN NEED OF ADDITIONAL INSTRUCTION THROUGH IMPLEMENTATION OF THE CAMPUS TAKS IMPROVEMENT PLAN, DEPARTMENTAL AND INTERDISCIPLINARY TEAM PLANNING					
1 (1,2,8)	Revise and monitor implementation of the TAKS Improvement Plan, and oversee/coordinate PRIDE class curriculum	TAKS test results; Benchmark results; AEIS-it! software; Ancillary textbook materials; TAKS-related workbooks and software; Time for planning	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine; S. Dishman; B.K. Bates; H. Poppe; D. Stiefer; T. Barron	August – July Benchmark 1 – October Benchmark 2 – February	CIP List of Curriculum Coordinators; DMS TAKS Improvement Plan; PRIDE Class Assignment Files; TAKS class lesson plans
2 (1,2,8)	Administer two campus-wide assessment tests for all students in their TAKS tested areas	Released TAKS tests; answer documents; pencils; Revised bell schedule	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider;	Benchmark 1 – October & January (7 th grd. writing only) Benchmark 2 – February	Tutorial Schedule
3 (1,2,8)	Administer additional benchmark tests as deemed necessary for those who score 75 percent or below on campus-wide benchmarks	Released TAKS tests; WebCCAT; answer documents; pencils	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, S. Dishman, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	October – April	Benchmark calendar
4 (1,2,8,9)	Identify targeted performance standards on benchmark tests	DEIC District Improvement Plan, TAKS test results; Benchmark test results; AEIS-it! data; Time for planning and identifying targets	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, S. Dishman, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	October, January and February	Minutes of TAKS Coordinator Meetings

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
5 (1,2, 8,9)	Use benchmark testing results to form small tutorial groups which focus on weakest performance objectives	TAKS test results; Benchmark test results; AEIS-It! data; Time to assess data and plan	APCI S. Anderson; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, S. Dishman, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	September – April	PRIDE class lists; Tutorial group lists; Tutorial attendance logs
6	Allocate equitable amounts of campus budget for supplies and materials to departments according to numbers served and departmental need	Budget for Materials and Supplies	Principal L. Marek; <u>Department Chairs:</u> D. Stiefer, Rdg.; B.K. Bates, L. Arts; S. Dishman, Math; B. Lorraine, Sci.; H. Poppe, S.S.	September – March	Purchase orders
7 (2,8,9)	Provide teachers direction and instructional materials for administering a daily warm-up activity in a TAKS-tested area	Budget for Materials and Supplies Title I Budget; Time for planning and faculty meetings to give teachers direction	APCI S. Anderson; <u>Curriculum Coordinators:</u> B. Lorraine, S. Dishman, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	August – June	Lesson plans
8 (1,2, 4,8)	Provide teachers direction and instructional materials for including TAKS-formatted questions on all tests	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	APCI S. Anderson; <u>Curriculum Coordinators:</u> B. Lorraine, S. Dishman, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	August – June	Teachers' test files
9 (2,8,9)	Provide daily TAKS practice in areas of identified weakness in PRIDE classes	Budget for Materials and Supplies; Title I Budget	<u>Curriculum Coordinators:</u> B. Lorraine, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	August – June	PRIDE class lesson plans
10 (2,3,8)	Tutor and/or mentor low performers and at-risk students during the homeroom period.	Time in bell schedule	<u>Curriculum Coordinators:</u> B. Lorraine, B.K. Bates, H. Poppe, D. Stiefer, T. Barron	August – June	TAKS tutor logs

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11	Train reading teachers in Texas Middle School Fluency Assessment strategies and administer tests to all identified at-risk readers in grade 7.	ARI funds; substitutes; testing supplies; time allotted for testing	Principal L. Marek; APCI S. Anderson; ELA Teachers D. Stiefer, K. Darnell and B.K. Bates	September – December and April	Training certificates; substitute logs; intervention/testing logs
12	Hold regular team “Thumbs Up/Thumbs Down” meetings regarding teacher-identified needs for academic intervention with students prior to office/counselor referral process.	Meeting time; intervention documents/logs	AP R. Lester; Couns. D. Schneider; Team Leaders: C. Marek, grd. 6; B.K. Bates, grd. 7; M. Wall, grd. 8	Minimum of once per six weeks grading period, August – June	Intervention logs; team meeting minutes
OBJECTIVE 2: DEVELOP “CURRICULUM ON THE WALL” PROJECT IN ORDER TO REVISE CURRICULUM MAPS IN CORE SUBJECT AREAS AND ELECTIVES CLASSES TO ASSIST TEACHERS IN EFFECTIVE LESSON PLANNING, TO ENSURE VERTICAL ALIGNMENT OF TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), AND TO ENSURE INSTRUCTIONAL MODIFICATIONS ARE MADE FOR ALL STUDENTS SERVED IN SPECIAL PROGRAMS					
13 (1,2, 8,9)	Provide teachers with current assessment data so that curriculum maps can be revised to reflect areas of needed improvement	TAKS test results; Benchmark test results; AEIS-it! data; Time for compiling and interpreting data	APCI S. Anderson; <u>Curriculum Coordinators</u> : B. Lorraine, B.K. Bates, S. Dishman, H. Poppe, D. Stiefer T. Barron; all teachers	August October following Benchmark I February following Benchmark II	Curriculum maps
14 (2,8)	Cluster Gifted/Talented students in homogenous groups within core subject area classes (ELA and math) and provide enriched curriculum for these students	G/T budget	APCI S. Anderson; Coun. D. Schneider; G/T teachers	August – June	Class rosters; Lesson plans
15 (8)	Provide Gifted/Talented students with opportunities to attend fieldtrips which enrich their advanced studies	G/T budget; Time to research and plan for trip; Long distance phone service; Bus driver	Principal L. Marek; APCI S. Anderson; G/T teachers; Dir. of Transportation M. Aaron	August – June	Campus activity calendar; Purchase orders, Travel requests
16 (2,8)	Integrate core subject area TEKS and TAKS objectives into electives curriculum maps	Time for planning and integration	Principal L. Marek; APCI S. Anderson Electives teachers	August – June	Curriculum maps; Lesson plans
17 (2,8)	Provide curriculum mapping training to all teachers	Time for training; Region 20 or other trainer; substitutes	Asst. Supt. for C&I L. McAnelly; Principal L. Marek; APCI S. Anderson	August – June	Staff development training certificates; P.O. proof of trainer payment; Absence from Duty rosters

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
18 (2,8)	Develop curriculum consistency in core subject areas across the grade levels through vertical teaming	Time for training; Region 20 or other trainer; substitutes	Asst. Supt. for C&I L. McAnelly; Principal L. Marek; APCI S. Anderson; Core subject area teachers	August – June	Campus activity calendar; Staff development training certificates; P.O. proof of trainer payment; Absence from Duty rosters; Meeting sign-in sheets
19	Verify TEKS are aligned properly and are being covered at the appropriate grade levels	Time for verification	Asst. Supt. for C&I L. McAnelly; Principal L. Marek; APCI S. Anderson; <u>Department Chairs</u> : D. Stiefer, B.K. Bates, S. Dishman, B. Lorraine, H. Poppe	August – June	Lesson plans; Curriculum maps
20 (2)	Accelerate instruction in grades 7 and 8 for students with advanced math skills to receive Pre-algebra as 7 th graders and Algebra I as 8 th graders for high school credit	Textbooks and ancillary materials	Asst. Supt. for C&I B. McAdams; Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Math Dept. Chair S. Dishman	August – June	Class rosters; Curriculum maps, Lesson plans; Report cards
21	Instruct students in personal finance education and “real-world” math applications in all math classes	Textbooks and ancillary materials	Math Dept. Chair S. Dishman; Math teachers including spec. ed. and TAKS	August – June	Lesson plans
22 (2)	Improve students’ reading skills through utilization of the Accelerated Reading program	STAR test software; Library materials budget	A.R. Coordinator M. Cross; Reading teachers including spec. ed. and TAKS	August – June	STAR test reports; Library circulation records; Report cards
23 (1,8,9)	Identify all students’ functional vocabulary/reading level through use of the Accelerated Reader program and STAR reading test software	STAR test software	ELA Curr. Coord. D. Stiefer; A.R. Coord. M. Cross; Reading teachers including spec. ed. and TAKS	August, December & June	STAR test reports; Lesson plans
24 (2,8)	Require regular written responses to TAKS prompts in all language arts classes, graded according to the TAKS grading scale	Sample TAKS prompts	ELA Curr. Coord. D. Stiefer; all Lang. Arts teachers including spec. ed. and TAKS	Six times annually—once each grading period	Lesson plans; Grade records

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OBJECTIVE 3: IMPROVE CAMPUS ATTENDANCE RATES AND REDUCE DROP-OUT RATES THROUGH IMPLEMENTATION OF THE DISD EXEMPLARY ATTENDANCE PLAN (ADOPTED APRIL 2006)					
25	Check for teachers' accurate input of attendance data each class period	Gradespeed Attendance software	AP R. Lester; Attend. Clerk N. Pilaczynski	Daily, August – June	Gradespeed daily attendance reports; Teachers' attendance correction notifications
26	Make courtesy calls daily to inform parents of their student's absence, offer homework collection, and answer questions regarding documentation of the absence upon the student's return to school. Team members June call parents on weekly basis	DISD Exemplary Attendance Plan	AP R. Lester; Attend. Clerk N. Pilaczynski; Nurse L. Lopez; Instructional Asst. M. Rosales; Team members	Daily, August – June	Attendance clerk call logs
27	Make home visits as necessary to ensure valid reason for absence and check proof of residency	SRO, Transportation budget	AP R. Lester; SRO K. Simmons; Nurse L. Lopez	August – June	SRO daily activity logs; Attendance clerk records
28	Run weekly reports to ensure compliance with local policy and state laws regarding Thwarting Compulsory Attendance and required Attendance for Class Credit	DISD Exemplary Attendance Plan, RSCCC Attendance software, Paper, ink and storage notebooks—supplies budget	AP R. Lester; Attend. Clerk N. Pilaczynski	Fridays, weekly August – June	RSCCC Excessive Absence reports
29	Send warning letters, hold attendance committee meetings, and file charges as warranted to comply with local policy and state laws regarding Thwarting Compulsory Attendance and required Attendance for Class Credit	DISD Exemplary Attendance Plan, RSCCC Attendance software, Postage budget; Paper, ink and envelopes supplies budget	AP R. Lester; SRO K. Simmons; Attend. Clerk N. Pilaczynski	August – June	RSCCC Excessive Absence reports; Copies of warning letters sent; Copies of charges filed
30 (2)	Provide after-school detention and school-service opportunities for students who need to make-up attendance in order to meet minimum attendance requirements and receive course credit.	Compensatory Ed.	AP R. Lester; Detention monitors	August – June	Student detention and service logs; Detention monitors' time sheets
OBJECTIVE 4: PROVIDE OPPORTUNITIES AND RESOURCES FOR STUDENTS TO MEET THE PASSING STANDARD IN EACH OF THEIR CLASSES EACH GRADING PERIOD AND BE PROMOTED TO THE NEXT GRADE LEVEL					

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
31 (2,9)	Provide daily tutoring and homework completion time in PRIDE classes	Time allotment 20-25 minutes per day; Campus email for teachers to communicate missing work to PRIDE teachers; Gradespeed Monitor program	AP C&I S. Anderson; S. Dishman; PRIDE teachers	August – June	Lesson plans
32 (9)	Supply each student with a Daily Planner/Agenda training aide to organize and manage school assignments and extracurricular activities	Student Agenda Notebook Budget \$2000	AP C&I S. Anderson; AP R. Lester; Teachers	August – June	P.O. for Agenda order; Gradebook records for Agenda checks
33	Have students use resources and research materials available throughout the library network	Library budget	Librarian G. Wilkinson; Library Instructional Asst. L. Evans; Teachers	August – June	Library calendar/schedule; Library computer logs; Lesson plans
34 (2)	Reduce failure rate by offering extended school day tutoring (before and after school) for students at risk of failing their courses	Compensatory Ed. Budget; Teachers	Principal L. Marek; APCI S. Anderson; Dept. chairs; Teachers	August – June	Individual teacher tutorial logs; Teacher time-sheets; Gradespeed failure reports each 3 wks.
35 (2)	Provide summer school program in reading/language arts and math and register all students at risk of being retained	RSCCC grade reports; Compensatory Ed. Budget; Teachers; Textbooks and ancillary materials; Supplies	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	June – July	Summer school class attendance rosters; Summer school report cards
36 (2,9)	Provide summer tutorial program in all TAKS tested areas for students who did not meet the passing standard on spring TAKS test administration	TAKS test results; Compensatory Ed. Budget; Teachers; Textbooks and ancillary materials; Supplies	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	June – July	Summer school tutorial group attendance rosters; Teacher time-sheets; Summer TAKS or benchmark test results
37 (1,2,9)	Utilize Plato software and other educational software in classroom and tutorial settings to improve student performance on TEKS and TAKS objectives	Title I; Computer lab; Tutorial teachers	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Instructional Aide F. Lawson	August – June	Lesson plans; Computer lab logs

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38 (1,2)	Upgrade Plato software in labs and TAKS classrooms	Title I	Dir. of Special Programs G. Allen; Technology Dir. S. Pesato; Principal L. Marek; Instructional Aide F. Lawson	August – June	P.O. for additional Plato software; Technology work order for installation
39 (1,2,9)	Implement and staff a “Learning Lab” for dyslexic and ESL students in need of receiving additional instruction and remediation	Rosetta Stone software; Plato software; Academy of Reading software; Compensatory Ed.; Title I; Instructional aide to staff the Learning Lab	Principal L. Marek; Coun. D. Schneider; Learning Lab Instructional Aide M. Rosales	August – September	Master schedule; Purchase orders; Technology work orders; Maintenance work orders
40 (2,9)	Provide language strengthening for students experiencing difficulties in reading and learning due to dyslexia	Compensatory Ed.; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software; Scottish Rite Dyslexia Program	Dir. of Special Programs G. Allen; Coun. D. Schneider; Dyslexia support teacher D. Stiefer; Instructional aide M. Rosales	August – June	Class rosters; Lesson plans; Report cards; TAKS test results; STAR test results
41 (2,9)	Provide modified instruction and language tutorials to students who are learning English as a second language (ESL)	Compensatory Ed.; Training for ESL teachers; Ancillary textbook materials for ESL and computer software; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software	Dir. of Special Programs G. Allen; Coun. D. Schneider; <u>ESL-certified teachers</u> : K. Outlaw, grd. 6; K. Darnell, grd. 7; M. Wall, grd. 8; R. Freas; Instructional aides: F. Lawson and M. Rosales	August – June	Class rosters, Lesson plans; Report cards; TAKS test results; STAR test results; Observation Protocol Reports
42	Provide 30-90 minutes per week, per student, for targeted at-risk dyslexia support and intervention through one-one-one/small group with dyslexia specialist.	Time during day; classroom; teaching materials	Dyslexia Coord. D. Stiefer	September – June	Intervention Logs
43	Provide 30 minutes weekly intervention and support for “bubble” at-risk dyslexic students.	Academy of Reading software; computer lab; instructional assistant	Dyslexia Teaching Asst. M. Rosales	September – June	Intervention Logs

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
44	Provide 30-90 minutes per week of targeted assistance/intervention to students at-risk in reading.	Time during day; classroom; teaching materials; staff	Rdg. Interventionist T. Blackman	September – June	Intervention Logs
45	Establish satellite teams of electives teachers to provide inclusion/support and assist in delivery of accommodations for special needs and at-risk students.	Time during day; staff	Electives teachers assigned to satellite teams	September - June	Master schedule; Intervention logs
46	Double all students' time in math instruction by providing a blocked math class of 90 minutes.	Time during day; staff	Principal L. Marek; Coun. D. Schneider; APCI S. Anderson	August – June	Master schedule; teacher rosters
47	Present “student skills” lessons in PRIDE classes at least once per week according to teacher/team-identified areas of need.	Planning time; teaching materials; technology for delivery of instruction	Team Leaders: C. Marek, grd. 6; B.K. Bates, grd. 7; M. Wall, grd. 8	September – May	Team meeting minutes; Student Skills lesson plans
OBJECTIVE 5: COMMUNICATE TAKS PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS					
48 (10)	Each student and his/her parent/s will receive a Student-Parent Handbook with the school policies included	Publishing costs	Principal L. Marek; APCI S. Anderson, Other staff as needed	June – June August	Handbooks
49	Parents and community members will be informed via local media of changes in board policy	<i>Devine News</i>	Principal L. Marek; Central Office Personnel	August – July	Newspaper articles
50	Hold a public/parent information meeting for 8 th grade parents to explain Student Success Initiative standards as well as Grade Placement Committee guidelines	Flyers; meeting space	Principal L. Marek; Couns. D. Schneider	Fall Semester	Campus calendar; information flyer
51	Communicate DISD promotion/retention policies as well as Student Success Initiative standards to parents and students	Student-Parent Handbook; Campus Website; report card announcements; principal's email; Team Warning Letters	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider;; <u>Team Leaders:</u> C. Marek, 6; B.K. Bates, 7; Martha Wall, 8	August – June	Student-Parent Handbook; Campus Website; report card announcements; principal's email; Team Warning Letters copies; campus calendar
OBJECTIVE 6: INCREASE NUMBER OF MAINSTREAMED SPECIAL EDUCATION STUDENTS AND PROVIDE INCLUSION/CO-TEACHING OPPORTUNITIES IN CORE SUBJECT AREAS					
52	Add at least one inclusion/co-teach class in each core subject area	Staff; planning time	Principal L. Marek; Curriculum Coords.	August – June	Master schedule

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
53	Reduce number of resource classes in math and reading by 50% and increase number of special education students in mainstreamed classes.	Staff; planning time	Principal L. Marek; Curriculum Coords.	August – June	Master schedule; class rosters

GOAL 2: ENSURE SAFE FACILITIES AND AN ORDERLY ENVIRONMENT WITH AMPLE RESOURCES TO SUPPORT AND ENHANCE STUDENT PERFORMANCE

OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS

OBJECTIVE 2: INFORM STUDENTS AND PARENTS OF THE CAMPUS CODE OF CONDUCT AND CONSEQUENCES FOR VIOLATING THE CODE

OBJECTIVE 3: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES

OBJECTIVE 4: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS					
1	Continue implementation and enforcement of consistent dress code policy.	Student – Parent Handbook	Principal L. Marek; AP R. Lester	August - June	Conduct Referral; Student Dress Code Violation Log
2 (10)	Retain use of drug dogs for weapons, drugs, and alcohol detection through Interquest.	Safe and Drug-Free Schools Funding	Dir. of Special Programs G. Allen; Principal L. Marek; AP R. Lester; SRO C. Teague	August - June	Reports from City of Devine K-9 Unit
3	Enforce “No Locker and No Backpack Program”	Student – Parent Handbook; duty teachers	Principal L. Marek; AP R. Lester	August - June	Drug Alert Records; Tardy Records

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
4 (10)	Refine/update and implement Campus Crisis Management Plan. Put in place a plan to notify outside buildings of an emergency in the event there is no electricity.	Printing paper and supplies	Dir. of Special Programs G. Allen; Principal L. Marek; AP R. Lester; SRO C. Teague; Appointed teachers and staff	August - June	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills
5 (10)	Continue implementation of fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district.	Route Maps, procedural card	Principal L. Marek; AP R. Lester	Monthly, August – June	Fire Drill Log sheet
6 (10)	Verify and Enforce Student Immunizations Requirements	Local Budget	Nurse L. Lopez	August – June	Health Records
7 (10)	Implement a Diabetes Awareness Program and train two staff members to assist diabetic students in the absence of the school nurse	Nurse Trainer; time; substitutes; classroom space	Nurse L. Lopez; B. Lockhart; M. Rosales	August – May	Health Records
8	Provide yearly updates as well as initial training in CPR and AED machine use for all necessary staff (coaches, band directors, UIL, health staff, etc...).	Nurse Trainer; time; substitutes; classroom space	Nurse L. Lopez; N. Taylor	Fall Semester	CPR Card; List of currently trained staff posted in school nurse's office; campus calendar
9	Train all campus administrators; key crisis response team members, and secretaries in NIMS	ESC 10 Trainer; time; substitutes; classroom space	Principal L. Marek; AP R. Lester	Fall Semester	Training records; campus calendar
10	Hold regular team "Thumbs Up/Thumbs Down" meetings regarding teacher-identified needs for behavioral and/or social intervention with students prior to office/counselor referral process.	Meeting time; intervention documents/logs	AP R. Lester; Couns. D. Schneider; Team Leaders: C. Marek, grd. 6; B.K. Bates, grd. 7; M. Wall, grd. 8	Minimum of once per six weeks grading period, August – June	Intervention logs; team meeting minutes
OBJECTIVE 2: INFORM STUDENTS AND PARENTS OF THE CAMPUS CODE OF CONDUCT AND CONSEQUENCES FOR VIOLATING THE CODE					
11	Provide orientation to all students on school policies with "Top 50 Quiz" in Homeroom.	Student – Parent Handbook; printed quizzes	Principal L. Marek; AP R. Lester; Pride teachers	Opening weeks of school	School calendar

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
12	Have Student-Parent Orientation for all grade levels, 6 th grade separately; 7 th , 8 th grades together	Student – Parent Handbook; Facilities for meeting; scheduled time	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider	August 2008; May 2009	School calendar; Agenda; Parent sign-in sheets
13	Utilize grade-level academic & satellite teams to address student behavior/needs	Grade-level academic teams & satellite teams	Team Leaders C. Marek; BK Bates; M. Wall; Members of each grade-level team; Satellite Team Leaders J. Rotramel, S. McGinnis	August – June	Documentation Log Conduct Referral records; thumbsup/thumbsdown; Parent conference/contact form; Progress reports; Six-Week Report Card
OBJECTIVE 3: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES					
14	Coordinate and continue Campus Beautification Projects	Student organizational funds; Tools required for projects; Time for implementation	Principal L. Marek; AP R. Lester; NJHS sponsor K. Darnell; Student Council sponsors B. Nelson and L. Lozada	August – June	Purchase orders; Photographs
15	Maintain existing Campus Beautification Projects	Student organizational funds and upkeep; Tools required; Time for maintenance	ISS instructor Louis Travis; DMS custodial staff	August – June	Purchase orders; Photographs; Instructor log
OBJECTIVE 4: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS					
16	Utilize custodial staff for minor repairs	Janitorial equipment, supplies, and tools	Campus administrators; Teachers and paraprofessionals; Dir. of Custodial Staff; M. Aaron DMS custodial staff	August – June	Physical appearance of facility; Accident reports

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
17	Report major mechanical, electrical, and maintenance problems in a timely manner	Electronic work order system	Campus administrators; Teachers and paraprofessionals; DMS custodial staff; Dir. of Maintenance M. Davis; DISD maintenance staff	August – June	Work order tracking system
18 (10)	Conduct frequent inspections to identify areas which need attention	Electronic work order system	Campus administrators; Teachers and paraprofessionals; DMS custodial staff	August – June	Work order tracking system
19	Check alarm control system	Simplex Company	AP R. Lester; B. Lockhart	Bi-annual inspections	Simplex system report
20 (10)	Conduct regular campus drills to ensure preparedness for and understanding of fire, bomb, natural disaster, and lockdown procedures, reverse & regular	Time within school day;	AP R. Lester	August – June	Campus Activity Calendar
21	Inform/education staff of and implement the Emergency Operations Procedures plan	Audiovisual equipment; report/hand-out printing costs; time allotted during staff development	Prin. L. Marek; Asst. Prin. R. Lester; Campus Resource Officer C. Teague	August – June	EOP Plan; agenda; teacher sign-in sheets
22	Share results of the Region XX campus safety audit and teacher/student surveys with staff	Audiovisual equipment; report/hand-out printing costs; time allotted during staff development	Prin. L. Marek; Asst. Prin. R. Lester	August	Survey results; agenda; teacher sign-in sheets

GOAL 3: PROVIDE FOR MEANINGFUL INVOLVEMENT OF PARENTS AND COMMUNITY IN CAMPUS ACTIVITIES AND FOR MEANINGFUL INVOLVEMENT OF STUDENTS AND STAFF IN SERVING THE SCHOOL AND THE GREATER COMMUNITY

- OBJECTIVE 1: UTILIZE A VARIETY OF METHODS TO KEEP PARENTS AND/OR THE COMMUNITY WELL-INFORMED OF CAMPUS ACTIVITIES AND STUDENT LEARNING OUTCOMES
- OBJECTIVE 2: MAINTAIN EXISTING COMMUNITY/SCHOOL PARTNERSHIPS AND SEEK TO ESTABLISH NEW PARTNERSHIPS IN SUPPORT OF SUCCESSFUL SCHOOL PROGRAMS
- OBJECTIVE 3: INVOLVE PARENTS AND COMMUNITY MEMBERS IN CAMPUS COMMITTEES AND PROVIDE OPPORTUNITIES FOR THEIR INPUT AND FEEDBACK ON SCHOOL PROGRAMS
- OBJECTIVE 4: PROVIDE OPPORTUNITIES AND SUPPORT FOR STUDENTS TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES AS WELL AS- COMMUNITY-WIDE AND WORLD-WIDE SERVICE PROJECTS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: UTILIZE A VARIETY OF METHODS TO KEEP PARENTS AND/OR THE COMMUNITY WELL-INFORMED OF CAMPUS ACTIVITIES AND STUDENT LEARNING OUTCOMES					
1 (6)	Continue to provide opportunities for parents to be educated about student needs, parenting skills, and the school environment through participation in Parent Learning Network sponsored events/presentations	Facilities; Printing supplies for flyers; <i>Devine News</i> articles; Grade Level News Letters	Dir. of Spec. Programs G. Allen; Coun. D. Schneider; Grade Level Teams	August – June	Campus activity calendar; Parent Sign-in Sheets; Copies of flyers & newsletters
2 (6)	Continue to provide opportunities for parents to meet, talk, and conference with teachers during Open House, report card pick-up, and Meet the Teacher Night. Include Student-led conferences, presentations on topics such as “How to Help Your Student with Homework”, Organizational Skills, Good Study Habits, etc.; Team Conferences	Facilities	All Staff	Beginning of School; After First Six weeks; Public School Week	Sign-in Sheets
3 (6,10)	Continue to provide opportunities for parents to attend field trips to participate in the learning environment	Criminal history checks	Principal L. Marek; AP R. Lester; Teachers	August – June	Trip Rosters

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
4 (6)	Collect subscriptions to and implement a campus list serve for sending emails to parents with relevant and up-to-date information	Subscription forms; Printing expenses	Technology Director, S. Pesato	August - June	Listserv subscription list
5 (6)	Post announcements and important information on the electronic marquee	Maintenance costs	Principal L. Marek; Assistant Principal, R. Lester; Office Personnel	August - June	Sign
6 (6)	Provide pictures and information for the <i>DISD Stampede</i> and <i>Devine News</i>	Digital camera, other publishing needs	Principal L. Marek; Team Leaders; Other staff as needed	August - June	Issues of <i>DISD Stampede</i>
7 (6)	Send grade information to parents and post important dates and information on progress reports and report cards every three weeks	Paper, printing, mailing expenses	Principal L. Marek; Office Personnel B. Lockhart, N. Pilaczynski	August – May	Progress reports; Report cards
8 (6)	Send benchmark and TAKS testing results/reports to parents in a timely manner after tests have been scored	Publishing, mailing expenses	Principal L. Marek; APCI S. Anderson; Counselor D. Schneider; Grade Level Teams	After Benchmarks	TAKS Benchmarks results, letters
9 (6)	Send recognition to parents through the Grade Level Newsletter when their child has been selected as a “Student of the Week”	Publishing	Principal L. Marek; Counselor D. Schneider; Teachers	August - June	Newsletter, Marquee
10 (6)	Send Accelerated Reader (AR) reports and STAR-test results home to parents	Publishing	Principal L. Marek; Counselor D. Schneider; Reading teachers	September - May	AR results
11 (6,10)	Utilize team conference time to meet with or phone parents and inform parents of student accomplishments or areas of concern	Teaming time, room, phone, mailing expenses	Principal L. Marek; Team Members at each grade level	August - June	Conference notes
12 (6)	Develop and maintain a campus web page with relevant and current campus information	Information from various sources	Technology Teachers, M. Cross, F. Lawson, Library Aide L. Evans	August - June	Web page

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
13 (6)	Have a campus representative attend parent organization meetings such as Friends of DMS, Band Boosters, and Athletic Boosters	Time Resources	Athletic Directors, Band Directors, Other staff as necessary	August - June	Attendance sheets, Minutes of meeting
14	Invite parents to attend a student-led TLC program showcasing their work during the semester.	Invitations printing costs; facilities coordination and staff; audiovisual equipment; refreshments	TLC teachers L. Lozada and M. Wall	December and June	Parent sign-in sheets
15	Produce bi-weekly issues of "Middle Matters," principal's news and campus-wide events calendar for parents. Publish through email and on campus website.	Time; "Cut and Paste" program for educators; Printshop and PDF converter; website	Principal L. Marek; Tech. Coord. M. Cross	October – June	Copies of "Middle Matters"
16	Continue to publish a grade-level specific team newsletter every six weeks to preview curriculum, report campus news, and announce calendar events.	Time; computer; Microsoft Publisher; copies	Team Leaders: C. Marek, grd. 6; B.K. Bates, grd. 7; M. Wall, grd. 8	Once per six weeks grading period, August – June	Copies of newsletters
OBJECTIVE 2: MAINTAIN EXISTING COMMUNITY/SCHOOL PARTNERSHIPS AND SEEK TO ESTABLISH NEW PARTNERSHIPS IN SUPPORT OF SUCCESSFUL SCHOOL PROGRAMS					
17	Maintain existing partnership with Community Business Members to provide AR rewards at a reduced cost and free ABBIT honor roll prizes	Thank you notes; <i>Devine News</i> ; Marquee announcements; report card announcements; principal's email; Printing of ABBIT cards	Principal L. Marek; APCI S. Anderson, T. Blackman	August – June	Student award qualification lists
18	Maintain existing partnership with Community Business Members to provide AR rewards at a reduced cost and free ABBIT honor roll prizes.	Thank you notes; <i>Devine News</i> ; Marquee announcements; report card announcements; principal's email; Printing of ABBIT cards	Principal L. Marek; APCI S. Anderson; T. Blackman	August – June	Student award qualification lists
19	Begin new partnership with Community Business Members to provide ABBIT honor roll perks.	Thank you notes; <i>Devine News</i> ; Marquee announcements; report card announcements; principal's email; Printing of ABBIT cards	Principal L. Marek; AP R. Lester	August – June	Student award qualification lists

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
20 (2)	Contact local businesses to develop partnerships in sponsoring prizes and/or perks for perfect attendance, honor roll, and TAKS high performer students	Thank you notes; <i>Devine News</i> ; Marquee announcements; <i>DMS Express</i> ; Printing of ABBIT cards	Principal L. Marek; AP R. Lester	August – June	Student award qualification lists
21 (2)	Contact the Devine Ministerial Alliance and/or First Baptist Church to renew/re-develop the community mentorship program for at-risk students	Thank you notes; <i>Devine News</i> ; Marquee announcements	Principal L. Marek; AP R. Lester; Team Leaders	August – June	Mentorship schedules; Campus visitor sign-in sheets
22	Invite parents to participate in a TAKS-Success review night and pep rally prior to the testing week. Utilize parents at registration table, as skills-review presenters, as food servers, as pep rally participants.	Compensatory Ed.; Community/Business donations; supplies/materials for activities; facilities coordination and services; staff and parent volunteers	Curriculum Coordinators; campus administration; staff volunteers	April	Student registration sheets; activity plans; parent sign-in sheets
OBJECTIVE 3: INVOLVE PARENTS AND COMMUNITY MEMBERS IN CAMPUS COMMITTEES AND PROVIDE OPPORTUNITIES FOR THEIR INPUT AND FEEDBACK ON SCHOOL PROGRAMS					
23	Conduct open Site Based Decision-Making meetings.	<i>Devine News</i> ; Marquee announcements; <i>DMS Express</i> ; Mailed notices to all parent/community members	Principal L. Marek; B. Lockhart	August – June	Campus activity calendar; Meeting minutes
24 (6)	Communicate and encourage parent participation in district and campus-based committees and volunteer programs, such as: <ul style="list-style-type: none"> School Health Advisory Committee District Education Improvement Committee (DEIC) Site-based Decision-Making Committee (SBDM) Friends of DMS Job/Career Fair Health Fair 	Volunteer/Sponsorship Opportunities form in registration packets; Campus email list serve; Marquee advertisement; <i>DMS Express</i> ; <i>Devine News</i> ; Printing and supplies for forms	Principal L. Marek; AP R. Lester; Coun. D. Schneider	August 2008	Returned forms and volunteer lists compiled

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
25 (6,9,10)	Conduct parent-satisfaction survey with campus programs, policies and procedures	Survey; Printing paper and supplies	Dir. of Spec. Programs G. Allen; Principal L. Marek; B. Lockhart	April 2009	Returned surveys; Survey report
26 (6)	Conduct a membership drive for Friends of DMS	Publishing costs	Principal L. Marek; Coun. D. Schneider; AP R. Lester	Fall Semester	Membership list, Volunteer/Sponsorship Forms
27 (6)	Send out Band Booster and Athletic Booster Club information and membership recruitment forms as needed	Publishing, mailing costs	Athletic Directors, C. Quisenberry, T. Wells, Band Directors, Peters, Rickman, Settles	As needed	Membership list
OBJECTIVE 4: PROVIDE OPPORTUNITIES AND SUPPORT FOR STUDENTS TO PARTICIPATE IN COMMUNITY-WIDE AND WORLD-WIDE SERVICE PROJECTS					
28 (6)	<p>Provide students and their parents with information and encourage their involvement in local, national, world-wide events in which they may participate in charitable ways. For example:</p> <ul style="list-style-type: none"> • Mailing of care packages to troops • Collecting donations for the Hurricane Relief funds • Collecting monetary donations for the Red Cross • Participating in the St. Jude Math-a-thon • Collecting pennies to buy toys for needy children at Christmas • Mission Devine • Pennies for Patients – Leukemia Lymphoma Society • Local Food Bank Donations • Recruit parents/community to participate in South Texas Blood and Tissue Center Donations • Relay for Life 	Materials to publicize events; operating expenses	Staff as needed according to event: L. Marek, K. Darnell, L. Lozada, B. Nelson	August - June	Posters, etc.; Sign-in sheets, Students' community service hour logs

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
29	Maintain or improve UIL program by offering classes that specialize in UIL events.	Time in schedule, Personnel, UIL budget	Principal L. Marek; UIL Directors, C. Marek; UIL Coaches	August-- June	Master schedule
30	Provide athletic programs for boys and girls in football, volleyball, basketball, track, cross country, and tennis	Program funding, Personnel expenses	Athletic Directors C. Quisenberry & T. Wells; Coaches	August – June	Team rosters

GOAL 4: MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CLIMATE

- OBJECTIVE 1: COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS
- OBJECTIVE 2: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS
- OBJECTIVE 3: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES
- OBJECTIVE 4: PROVIDE STAFF WITH OPPORTUNITIES TO INTERACT BOTH PROFESSIONALLY AND SOCIALLY TO FACILITATE OPEN COMMUNICATION AND SHARING OF IDEAS AS WELL AS ENHANCE STAFF MORALE
- OBJECTIVE 5: PROVIDE PROGRAMS FOR STUDENTS THAT ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS					
1 (6)	Update campus website to reflect current student and campus information	District website; Campus activity calendar; time for staff to make updates	Principal L. Marek; Principals' secretary B. Lockhart; Technology teacher M. Cross; Sports page reporter L. Travis; Library Instructional Aide L. Evans	August – June	Website
2 (6)	Update electronic marquee to reflect current student and campus information	Marquee software; Campus activity calendar; time for staff to make updates	Principal L. Marek; Principals' secretary B. Lockhart; APCI S. Anderson; AP R. Lester; Coun. D. Schneider	Weekly, August – June	Marquee information
3 (6)	Provide parents a campus events calendar with progress reports and report cards each grading period which lists student activities, SBDM meetings, Board meetings, and school-sponsored extracurricular activities	Campus activity calendar; Paper and printing supplies; Digital camera	Principal L. Marek; N. Pilaczynski, B. Lockhart	Twelve times, August – June	Copies of report card notes
4 (6)	Provide opportunities for parents to meet their students' teachers and/or have parent/teacher conference time through: <ul style="list-style-type: none"> ▪ "Meet the Teacher Night" in August ▪ October Evening Teacher Conferences following the end of the first six weeks grading period ▪ Public Schools Week "Open House" in March ▪ Team Conferences scheduled with parent 	School marquee; Devine News; Student schedules; Campus maps; Team member(s) to schedule conferences	All Staff	August – June	Sign-in sheets; Team conference logs

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
5 (6)	Provide orientation for parents of 5 th graders about transition to 6 th grade and for students in the spring when they tour MS campus	Student-Parent Handbook; Supply list; Schedule choice slips	Principal L. Marek; AP R. Lester; Coun. D. Schneider; 6 th grade team teachers	April - May	Sign-in sheets; Campus activity calendar
6 (6)	Promote parent attendance and involvement in Public Schools Week by: <ul style="list-style-type: none"> ▪ Inviting parents to visit their students' classes ▪ Inviting parents to eat lunch with their students ▪ Conducting student presentations and displays 	Individualized classroom activities; Marquee; report card announcements; principal's email	Principal L. Marek; Teachers	March	Sign-in sheets
7 (6)	Continue to increase positive school publicity by announcing: <ul style="list-style-type: none"> ▪ Honor roll ▪ Perfect and Near-Perfect attendance ▪ Students of the week ▪ SBDM committee members and minutes of meetings ▪ DEIC committee members and minutes of meetings 	Local media coverage, publishing costs of award cards	Principal L. Marek; Attend. Clerk N. Pilaczynski; APCI, S. Anderson; SBDM and DEIC members	August - June	Award Cards, Publishing of honor roll in local media, <i>The Devine News</i> ; minutes of SBDM, DEIC meetings
8 (6)	Continue to increase positive school publicity recognizing for Students of the Week in TEAM Newsletters once per six weeks	Publishing, mailing costs	Principal L. Marek; Office Staff	August - June	Award cards

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
9 (6)	<p>Improve communication with parents regarding students' grades through:</p> <ul style="list-style-type: none"> ▪ Providing time for parent/team conferences ▪ Sending out progress reports for all students mid-way through each six weeks grading period ▪ Sending out report cards for each student at the end of each six weeks grading period ▪ Providing on-line access to Gradespeed monitor software for parents to check students' grades securely from a home computer ▪ Phone calls and/or emails 	Publishing, mailing costs	Principal L. Marek; Assistant Principals, R. Lester, S. Anderson; Coun. D. Schneider; Teaching staff, Office personnel	August - June	Progress Reports, Report Cards
10 (6)	Provide parents the opportunity to subscribe to and receive up-to-date campus information via email	Forms to parents requesting email information	Technology Director, S. Pesato	Beginning of school, As needed for new students	Listserv subscription list
11	Continue to host an annual Veterans' Day honorary program for local vets	Publishing, mailing costs for invitations; decorations; student volunteers/participants; facilities coordination and staff; audio/video presentation	Asst. Prin. R. Lester; Student Council sponsors and U.S. History Teacher(s); computer tech asst.; custodial staff	November	Veterans/Community visitor sign-in sheets; agenda
OBJECTIVE 2: <u>RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS</u>					
12	Provide incentives such as Dairy Queen treats, Pizza Parties, and a Fiesta Texas fieldtrip for students who excel in the Accelerated Reading program	Campus budget and Activity Fund \$4,000 End of 6 weeks reward parties	Prin. Lori Marek, AP. R. Lester, AR Coord. T. Blackman, Team Leaders	September – June	Purchase orders

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
13 (6)	Hold an annual awards assembly, invite parents, and give certificates to recognize students for: <ul style="list-style-type: none"> ▪ Honor roll ▪ Academic excellence in each subject area ▪ Most outstanding and most improved performers ▪ Perfect and near-perfect attendance ▪ Golden Rule citizenship awards ▪ Duke University Talent Search candidates ▪ Presidential Academic Excellence awards 	Publishing costs for certificates and invitations; Postage	All Staff	June	Assembly coverage, Awards
14	Give reward parties each six weeks, by grade level, to recognize responsible academic and social behavior	Costs of reward parties	Principal, Assistant Principals, Coun. Other staff as needed	August- June	Parties
15 (6)	Hold an annual recognition assembly for Commended Performers in all areas of TAKS and greatly improved TAKS performers	TAKS results	Principal L. Marek, Coun. D. Schneider	September	TAKS results
16	Display students' pictures and certificates of recognition of all Commended TAKS Performers in the "Hall of Honor" throughout the school year	Publishing costs, \$400	Principal L. Marek	September - June	Certificates / Displays
17	Display students' work in classrooms, hallways, library windows, in public venues as invited to do so, and on the campus website	Posters/Projects; art supplies; district transportation	Coun. D. Schneider, Art Teacher B. Nelson, Library Aide L. Evans, Academic Team	August – June	Displays Photographs
18	Hold prize drawings at the end of each semester for students with perfect and near-perfect attendance	Activity fund and incentive budget \$2,200	Administration	December – June	Campus Attendance Report

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
19	Hold prize drawings at the end of TAKS testing for perfect attendance during all TAKS testing dates				
20	Display pictures of campus activities in the hallways, library windows, and office windows	Film and developing Campus budge \$150	Coun. D. Schneider, Library Aide L. Evans	August – June	School displays, scrapbook, school web page
21	Select two Students of the Week per grade level each week, publicize and display their names, and provide them with prizes/incentives as well as the opportunity to participate in the daily campus announcements by leading the Pledge of Allegiance or reading Project Wisdom announcements	Passes, Buttons \$100 Awards \$500	Team leaders: K. Outlaw B. Bates C. Marek	August – June	Roster, newspaper pictures and articles
22	Provide bulletin boards to display Student of the Week	Money for boards	Principal L. Marek; Team leaders	September - June	
23	Continue weekly “Agenda Drawings” to reward students for their personal organization skills	Agenda	Principal L. Marek	August – June	Student Agenda book
24	Provide students who earn all A’s and B’s on their report cards with ABBIT cards to claim rewards at local businesses who sponsor the program	Cooperating businesses in community	Principal, Assistant Principals, Coun. Office Personnel	August - June	ABBIT Cards
25	Hold a “UIL Champions Assembly” at the conclusion of the district UIL meet to recognize participants, award winners and their sponsors	Cost of awards for assembly	Principal, UIL Director	June	Assembly
26	Award certificates to 6 th , 7 th , and 8 th grade students with perfect attendance	Activity Fund and incentive budget \$2,200	Administration	May Awards Assembly	Campus Attendance Report Student Sign-in Sheets
27	Encourage students to apply for the Prudential “Spirit of Community” Award through the NASSP.	Award costs	Principal L. Marek, K. Darnell, Staff members	Spring Semester	Awards

OBJECTIVE 3: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
28 (3,5)	Offer a competitive salary and benefits package to attract qualified personnel	District benefit package	Principal L. Marek	August – June	Decreased percentage of teachers resigning
29 (3,5)	Promote recognition, appreciation, and moral-boosting activities for teachers and staff such as <ul style="list-style-type: none"> ▪ Monthly payday treats ▪ Appreciation luncheons ▪ Appreciation gifts ▪ Small incentives for extra duties ▪ Competitive trivia and miscellaneous other games for small prizes/"bragging rights" 	Food items, pens, buttons and treats \$300	Principal L. Marek Parent Volunteers Student Council TLC	August - June	Purchase orders, school calendar, "Thank You" letters
30 (5)	Provide at least one luncheon and one after-school-hours social event per grading period to enhance staff morale	Food, drink supplies, teacher coke fund \$400	Principal L. Marek; AP R. Lester; Parent Volunteers; Teams	August – June	School Calendar "Thank You" letters
31 (3,5)	Reward all teachers with a \$1,000 stipend if the campus achieves exemplary status on this year's TAKS tests/AEIS indicators	\$1,000 stipend if campus achieves exemplary status	Supt. R. Williams	June 2008	TAKS results
32 (5)	Compensate department chairpersons, Curriculum Coordinators, program directors/coordinators, club/organization sponsors, UIL literary events coaches, and athletic coaches for the completion of duties beyond their classroom duties	Stipend budget	Principal L. Marek	August – June	Personnel duty rosters; Payroll records
33 (5)	Provide reimbursement for EXCET/TEXES test in high needs areas to assist teachers in becoming highly qualified	Title II, Part A; Title I	Director of Special Programs G. Allen; Asst. Supt. For C&I B. McAdams; Principal L. Marek	August – July	Test Results; Certification Certificates
34 (4,5)	Provide reimbursement for tuition up to 60hrs. for paraprofessionals to meet "No Child Left Behind" qualifications	Title II, Part A; Title I	Director Of Special Programs G. Allen; Asst. Supt. for C&I B. McAdams; Principal L. Marek	August – July	Registration receipts

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
35 (4,5)	Provide access, time and means to ESC Region 20 workshops including funds to travel and arranging substitutes for teachers	Region 20 Co-op	Principal L. Marek	August - August	I D Co-op fees Online registration
36 (3,5)	Employ personnel that meet the qualification requirements of "Highly Qualified Personnel" (as stated in P.L. 107-110 provided such personnel are available)	College transcripts; List of reference	Principal L. Marek	May – July August – April	Proof of Certification documents
37 (3,4,5)	Help personnel who do not meet the qualification of "Highly Qualified Personnel" by working with alternative certification programs	Cost involved with alternative programs, mentors, etc.	Principal L. Marek; Director of Special Programs G. All3n	On - going	Certification
OBJECTIVE 4: PROVIDE STAFF WITH OPPORTUNITIES TO INTERACT BOTH PROFESSIONALLY AND SOCIALLY TO FACILITATE OPEN COMMUNICATION AND SHARING OF IDEAS AS WELL AS ENHANCE STAFF MORALE					
38	Continue to utilize e-mail as a source for intra-district communication.	Computer PC's, internet and intranet	Principal L. Marek	August – June	Occasional checks as to how efficiently e-mail communication is being used
39	Conduct daily grade level team meetings for cross-curriculum integration.	TEKS	Team leaders Team teachers	August – June	Team daily activity logs
40 (1,2)	Continue academic teaming in 6 th , 7 th , and 8 th grades to monitor and aid student performance.	Teams, team conference periods, \$2,025	Principal L. Marek, Team Leaders: K. Outlaw, B. Bates, C. Marek	August – June	Master Schedule Six weeks grades
41 (4)	Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Agenda	Principal L. Marek	August – June	Attendance rosters, Agendas
42 (4)	Conduct monthly department meetings	Timelines Curriculum guides	Department chairpersons	August – June	Copy of schedule, sign-in sheets, meeting minutes
43	Establish satellite teaming period(s) for electives teachers to be able to meet, communicate, plan, and receive training.	Teaming time	Principal L. Marek; Electives teachers	August – June	Master schedule
OBJECTIVE 5: PROVIDE PROGRAMS FOR STUDENTS WHICH ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF					

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
44	Include advisory topics in Homeroom classes or other subject areas as applicable	Workbooks; Project Wisdom correlated materials	Coun. D. Schneider; AP R. Lester	August – June	Counselor/AP Calendar, Plans
45 (2)	Provide individual and group counseling as needed	Referrals	Coun. D. Schneider	August – June	Sign-in sheets
46	Continue to offer intramurals and homeroom competitions to help students and teachers get to know each other outside the classroom	Recreation equipment; award ribbons	Principal L. Marek; Intramural Coord. G. Villa	August – June	Activity list and participant roster
47	Continue to implement Project Wisdom Program	Project Wisdom Materials, adult and student volunteers	Principal L. Marek	August – June	Participants' list
48	Continue to offer Teen Leadership Class (TLC), a character education and leadership building class, as a 7 th grade elective	Student manuals \$1100; Classroom supplies for group projects	Principal L. Marek; Instructor L. Lozada	August – June	Student schedules; Gradebook
49	Present “student skills” lessons in PRIDE classes at least once per week according to teacher/team-identified areas of need.	Planning time; teaching materials; technology for delivery of instruction	Team Leaders: C. Marek, grd. 6; B.K. Bates, grd. 7; M. Wall, grd. 8	September – May	Team meeting minutes; Student Skills lesson plans
50	Provide instruction in “Healthy Living Skills” for all 6 th graders at least once per week during PRIDE period.	Planning time; teaching materials; technology for delivery of instruction	CATCH Program Coord. S. McGinnis; DMS coaching staff	September – June	Satellite team meeting minutes; lesson plans
51	Implement the “Keeping it R.E.A.L.” drug/alcohol awareness program through science and social studies classes at the 7 th grade level (10 sessions).	South Texas Rural Health Instructor; classrooms; teacher monitors; copies and teaching materials	STRHC Instructor, D. Trott; T. Tomblin, G. Geris and M. Mangold	November – April	Campus calendar
52	Implement the “Keeping it R.E.A.L.” drug/alcohol awareness program through science and social studies classes at the 8 th grade level (10 sessions), this year only.	South Texas Rural Health Instructor; classrooms; teacher monitors; copies and teaching materials	STRHC Instructor, D. Trott; B. Lorraine, B. Blackman, H. Poppe, R. Muniz and G. Geris	May – 2 wk. session	Campus calendar

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
53	Implement the C.A.T.C.H. Program in all P.E./Health classes to promote exercise and teach students about food and nutrition.	Program materials; copies for students; posters/campus campaign banners; instructional time through PRIDE and PE classes	CATCH Program Coord. S. McGinnis; DMS coaching staff; Director of Food Services P. Patterson	August – June	Lesson plans; purchase orders for materials
54 (10)	Participate in the National Red Ribbon Week Campaign to promote a safe and drug-free school and educate students regarding the use of drugs and alcohol	Red ribbons; Campus flyers and brochures, Stickers; Speaker(s); Title IV	AP R. Lester; Coun. D. Schneider Student Council	October 2009	Campus activity calendar
55	Conduct evening study/review sessions for TAKS-related skills prep	Comp. Ed.; materials/ supplies for activities; facilities coordination and staff; teacher volunteers	Curriculum Coordinators; teacher volunteers	September – April	Sign-in sheets

GOAL 5: RECRUIT/RETAIN AND PROVIDE FOR THE ON-GOING TRAINING OF HIGHLY QUALIFIED STAFF

- OBJECTIVE 1: PROVIDE STAFF TRAINING FOR AND CONSISTENT IMPLEMENTATION OF PROFESSIONAL POLICIES
- OBJECTIVE 2: PROVIDE OPPORTUNITIES FOR STAFF TO DEVELOP AND IMPROVE THEIR TEACHING SKILLS IN THEIR CHOSEN AREAS OF INTEREST AS WELL AS THOSE IDENTIFIED AS AREAS OF NEED BY PDAS EVALUATORS AND SBDM COMMITTEE MEMBERS
- OBJECTIVE 3: PROVIDE OPPORTUNITIES THROUGH WHICH TEACHERS CAN SHARE WITH EACH OTHER THEIR OWN EXPERTISE OR INFORMATION AND STRATEGIES LEARNED AT WORKSHOPS THEY HAVE ATTENDED
- OBJECTIVE 4: PROVIDE STAFF DEVELOPMENT WHICH MEETS STATE REQUIREMENTS FOR TRAINING IN GIFTED AND TALENTED EDUCATION, TECHNOLOGY, CONFLICT RESOLUTION, AND DISCIPLINE STRATEGIES
- OBJECTIVE 5: INVESTIGATE THE POTENTIAL TO FORM PARTNERSHIPS WITH AREA COLLEGE EDUCATION PROGRAMS TO USE DMS FACULTY AS MENTOR TEACHERS AND STUDENT-TEACHING SUPERVISORS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: PROVIDE STAFF TRAINING FOR AND CONSISTENT IMPLEMENTATION OF PROFESSIONAL POLICIES					
1 (3)	Provide PDAS for new teachers and the required one-hour training for returning teachers	PDAS Manual	Asst. Superintendent B. McAdams; Dir. Of Special Programs G. Allen; Principal L. Marek; Assistant Principals R. Lester, S. Anderson	August, Prior to first day of school	Sign-in sheets
2 (3)	Provide in-service training on new/updated policies in district	Reproduction costs	Principal L. Marek; APs R. Lester, S. Anderson; Counselor D. Schneider	Prior to beginning of school	Sign-in sheets
3 (3)	Provide mentors for first-year teachers	Stipend for mentors	Principal L. Marek; Mentor Teachers	August - June	Confirmation of meetings
4 (2,3, 4,5)	Provide quality staff development to insure that all teachers and paraprofessionals are highly qualified	Title II, Part A; Title I	Principal L. Marek; Asst. Superintendent B. McAdams; Dir. Of Special Programs G. Allen	August - June	Sign-in Sheets
5 (2,3, 4,5)	Provide opportunities for first and second-year teachers to improve their skills by observing and being observed and critiques by experienced teachers	Budget for subs	Principal L. Marek; APs R. Lester, S. Anderson; Office staff	August – May	Report from both novice and experienced teacher
OBJECTIVE 2: PROVIDE OPPORTUNITIES FOR STAFF TO DEVELOP AND IMPROVE THEIR TEACHING SKILLS IN THEIR CHOSEN AREAS OF INTEREST AS WELL AS THOSE IDENTIFIED AS AREAS OF NEED BY PDAS EVALUATORS AND SBDM COMMITTEE MEMBERS					
6 (2,3, 4,5)	Provide opportunity for professional workshops for each professional staff member in appropriate areas	Region 20 coop Budget, \$500 for substitutes	Principal, Asst. Superintendent	August – July	Certificates
7 (2,3,4)	Provide opportunity for staff development workshops for all special population teachers in their subject area/s	Region 20 Coop Budget; \$500 for substitutes	Principal, Title I Teachers, ESL Teachers, Special Ed Teachers	August – June	Certificates
8 (2,3,4)	Provide opportunities for first and second-year teachers to observe veteran teachers in their subject area	Substitutes	Dept. Heads: B. Lorraine, S. Dishman, D. Stiefer, H. Poppe	Fall Semester	Observation Report

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
9 (2,3,4)	Provide opportunities for first and second-year teachers to meet with and be observed by Lisa Rogers of "Educating Diverse Learners."	Consultation fees; Observation schedule	Dir. of Spec. Programs G. Allen; Prin. L. Marek	At least once per semester	Observation records and conference notes from L. Rogers
OBJECTIVE 3: PROVIDE OPPORTUNITIES THROUGH WHICH TEACHERS CAN SHARE WITH EACH OTHER THEIR OWN EXPERTISE OR INFORMATION AND STRATEGIES LEARNED AT WORKSHOPS THEY HAVE ATTENDED					
10 (2,3,4)	Provide district-wide staff development with several "breakout sessions" utilizing local staff as presenters	Devine ISD staff	Asst. Superintendent	In-service days	Sign-in sheets
11 (2,3,4)	Provide time where teachers can share within their departments any training they have received	Funding for workshops, Funding for substitutes	Principal L. Marek; Department Chairs	August – May	Sign-in sheets
OBJECTIVE 4: PROVIDE STAFF DEVELOPMENT WHICH MEETS STATE REQUIREMENTS FOR TRAINING IN GIFTED AND TALENTED EDUCATION, TECHNOLOGY, CONFLICT RESOLUTION, AND DISCIPLINE STRATEGIES					
12 (3,4,5)	Provide opportunities for the six hours of required yearly training for G / T teachers and the 30 hours for new teachers	Region 20 workshop funding; Funding for subs	Principal L. Marek; Curriculum Director B. McAdams	August – May	Certificates
13 (3,5, 10)	Provide classroom-management training, including how to manage student behavior	Region 20 Behavior Management Workshop Training Funds	Principal L. Marek; Asst. Superintendent B. McAdams	June	Certificates
14 (2,3, 5,10)	Provide staff development in the area of conflict resolution to all teachers and aides who serve at-risk students	Region 20 workshop funding	Principal L. Marek; APs R. Lester, S. Anderson; Counselor D. Schneider	August – June	Certificates
OBJECTIVE 5: INVESTIGATE THE FEASIBILITY OF RECRUITING AREA COLLEGE EDUCATION MAJORS TO USE DMS AS THEIR FACILITY TO MEET STUDENT TEACHING/OBSERVATION REQUIREMENTS.					
15 (5)	Seek opportunities to employ or attract student teachers or student observers	College education departments; phone calls, personal visits	Principal L. Marek, Coun. D. Schneider, AP C&I S. Anderson	Summer	Phone and Travel Logs, Email contacts, Student Teacher observation records

GOAL 6: PROVIDE CAREER AWARENESS OPPORTUNITIES AND INTEGRATE INSTRUCTION IN TECHNOLOGY APPLICATIONS WHICH WILL SUPPORT AND PREPARE STUDENTS FOR THE COMPREHENSIVE CAREER AND TECHNOLOGY PROGRAMS OFFERED IN GRADES 9-12

- OBJECTIVE 1: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH CLASSES AND OUT OF SCHOOL USE
- OBJECTIVE 2: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH COMPUTER-RELATED RESEARCH AND COMPUTER-GENERATED PRODUCTS IN CORE AREA AND ELECTIVE CLASSES
- OBJECTIVE 3: PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST
- OBJECTIVE 4: INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS AND GRADUATION PLAN OPTIONS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: PROVIDE STUDENTS OPPORTUNITIES TO <u>DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH CLASSES AND OUT OF SCHOOL USE</u>					
1 (2)	Enroll eighth-grade students in high school credit technology courses	Instructional materials, personnel--\$6,285	Principal L. Marek; Technology Teachers	Spring	Master Schedule / Class rosters
2 (2)	Continue to offer BCIS 1 in 2008-2009 school year for high school credit	Instructional materials	Principal L. Marek; Technology Teacher	August – June	Master Schedule, Class rosters
3	Investigate offering multimedia classes	Consideration of materials, personnel	Principal L. Marek; Asst. Supt. C&I B. McAdams; Personnel Director	Spring Semester	Investigation findings
4 (2)	Continue to implement a Technology Applications 1 & 2 program	Instructional materials, Personnel	Principal L. Marek; M. Cross	August – June	Class rosters
5	Continue to provide used computer/ technology equipment to economically disadvantaged students through a written application process rather than auction off/see old equipment	Application printing costs; time to review applications and notify students selected; technology staff coordination for equipment readiness	Principal L. Marek; Asst. Prin. R. Lester; Tech. Dir. S. Pesato	Spring Semester	Application files

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 2: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH COMPUTER-RELATED RESEARCH AND COMPUTER-GENERATED PRODUCTS IN CORE AREA AND ELECTIVE CLASSES					
6 (1,2,5)	Incorporate technology and technology applications into all areas of teaching	Teacher training	Principal L. Marek; M. Cross, F. Lawson	August – June	Lesson Plans, Walk-throughs
7 (3,5)	Encourage and provide the necessary equipment for teachers to incorporate technology in their lessons, including computers, printers, projectors, etc.	Teacher training; Budget for computers, LCD projectors in classrooms	Principal L. Marek; M. Cross	August – June	Lesson Plans, Walk-throughs
8 (2,3,5)	Encourage and provide the necessary equipment for teachers to meet all the technology TEKS required for student instruction	Teacher training; Budget for hardware/software	Principal L. Marek; M. Cross	August – June	Lesson Plans, Walk-throughs
9 (1,2,9)	Continue use of Rosetta Stone software to support ESL students	Teacher training; Software updates	Principal L. Marek; ESL teachers; M.J. Rosales, F. Lawson	August – June	Lesson Plans, Walk-throughs
10 (1,2,9)	Continue use of Plato Lab for student instruction and begin use of Academy of Reading program for dyslexic students and those in need of reading intervention	Teacher training; Software updates	Principal L. Marek; APCI S. Anderson; Dyslexia Coord. D. Stiefer; Asst. M. Rosales; Tech. Dir. S. Pesato	August – June	Lesson plans, Software inventory, Training certificates
11 (2)	Promote and encourage the use of computers and other technology in all classroom instruction	Budget for additional classroom computers, projectors, etc.	Principal L. Marek, Tech. Dir. S. Pesato, SBDM, F. Lawson	August - June	SBDM meetings
12 (1,2,9)	Provide TAKS practice software in computer labs	Budgeted monies to maintain and update	Principal L. Marek, Curriculum Coordinators, F. Lawson	August – June	Lesson plans, Intervention/Pride
13 (1,2,9)	Continue to implement a resource lab and add facilities, computers, and resources	Budgeted monies to maintain and update	Principal L. Marek; M. Cross, Tech. Dir. S. Pesato, F. Lawson, SBDM	August – June	SBDM Meetings
14 (1,5)	Budget monies to purchase hardware and software to fulfill the district technology goals	Campus Tech Budget	Principal L. Marek; Tech. Dir. S. Pesato, SBDM	September - April	SBDM Meetings, Approved budget

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
15 (3)	Keep computer in every classroom for teacher use and computers for student use	Campus Technology Budget	Principal L. Marek; Tech. Dir. S. Pesato	August – June	Purchase orders, Classroom inventory
16	Continue to increase use of internet resource stations in library	Electronic Library installation	Library Aide L. Evans, Tech. Dir. S. Pesato	August – June	Sign-in sheets
17 (5,8)	Solicit teacher input to acquire software and hardware that meets students' instructional needs; example, streaming video software	Campus Technology Budget, \$7,000;	Principal L. Marek; Tech. Dir. S. Pesato; Teachers	August – June	Budget approval, Purchase orders
18 (2,9)	Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	Instructional budget, \$550	Math teachers	August – June	Lesson plans, TAKS results
OBJECTIVE 3: PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST					
19 (2,10)	Administer Career Ability Placement Survey to all eighth-grade students	CAPS Ability Inventory	Counselor D. Schneider; Eighth-grade team	December – February	Survey results
OBJECTIVE 4: INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS AND GRADUATION PLAN OPTIONS					
20 (10)	Continue eighth-grade orientation program in small groups to assist students in selecting the appropriate high school classes for their desired career/higher education path	Publishing cost of materials; time to schedule	Principal L. Marek; APCI S. Anderson; Counselor D. Schneider; HS Counselor R. Cadena; N. Martin	February – March	Student information; Choice slips
21 (10)	Continue to have eighth-grade parent orientation to assist students and their parents in selecting the student's appropriate high school classes for their desired career/higher education path	Publishing cost of materials; facilities for meeting; time to schedule	Principal L. Marek; APCI S. Anderson, Counselor D. Schneider; HS Counselor R. Cadena; N. Martin	February – March	Sign-in sheets

GOAL 7: UTILIZE TECHNOLOGY IN INSTRUCTIONAL MANAGEMENT, STAFF DEVELOPMENT, AND ADMINISTRATIVE SYSTEMS

OBJECTIVE 1: TEACHERS WILL IMPLEMENT TECHNOLOGY IN CLASSROOM INSTRUCTION

OBJECTIVE 2: TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADESPEED AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS

OBJECTIVE 3: TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: TEACHERS WILL IMPLEMENT TECHNOLOGY IN CLASSROOM INSTRUCTION					
1 (2,4)	Continue to offer opportunities for teachers to use Electronic Library for research purposes in their classrooms	Software, Teacher training	Principal L. Marek; Tech. Dir. S. Pesato; Library Aide L. Evans; F. Lawson	August - June	Research projects, Lesson plans
2 (5)	Both teachers and students will use technology such as PowerPoint, Word, Excel, and Publisher in classroom presentations	Teacher training, Software updates	Principal L. Marek; F. Lawson	August – June	Lesson plans, Teacher/Student presentations
3 (1,2 5,9)	Continue the integration of Rosetta Stone and Plato, STAR in classroom instruction and support	Teacher training, Software; updates	Principal L. Marek; F. Lawson, M.J. Rosales, Reading teachers	August – June	Lesson Plans
4 (1,8,9)	Teachers will use AEIS-IT for TAKS data desegregation to enhance student instruction	Teacher training, AEIS-IT updates	Principal L. Marek; Counselor D. Schneider; APCI S. Anderson Curriculum Coordinators	August – June	AEIS-IT reports
5	Insure all future construction includes LCD projectors in classrooms as money permits	Technology budget	Principal L. Marek; Tech. Dir. S. Pesato	August – June	Purchase Orders

OBJECTIVE 2: TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADESPEED AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS					
6 (5)	Implement the new electronic Gradespeed and attendance system from RSCCC/Region XX and train teachers for school and home access	Program updates; audiovisual equipment and hand-outs for training; directions posted to website	Principal L. Marek; APCI S. Anderson; Tech. Dir. S. Pesato; Counselor D. Schneider; Attendance Clerk N. Pilaczynski	August – June	Electronic gradebooks; Attendance verification sheets
7 (10)	Staff members will continue use of district's online system for work orders, transportation requests	Staff training	All Staff; S. Pesato; Marshall Davis; M. Aaron	August – July	Email response, Completed requests list
OBJECTIVE 3 TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS					
8 (4,5)	Provide software/training for teachers to write lesson plans and submit them via email	Software, Teacher training	Principal L. Marek; Tech. Dir. S. Pesato	Beginning of school year	Electronic submission of lesson plans
9 (4,5)	Provide directions for teachers to post updated curriculum maps to the District website	Directions	Tech. Dir. S. Pesato; M. Cross, F. Lawson	By September 2008	Posted Curriculum Maps; Copy of Directions

TAKS IMPROVEMENT PLAN

GOAL: IMPROVE TAKS PERFORMANCE OF ALL STUDENTS, WORKING TOWARDS ACHIEVING EXEMPLARY SCHOOL STATUS

- OBJECTIVE 1: INCREASE TAKS RESOURCES AND MANAGE/ORGANIZE EXISTING ONES TO ENSURE A VARIETY OF MATERIALS FOR CLASSROOM WARM-UPS AND LESSONS, AND PRIDE CLASS LESSONS
- OBJECTIVE 2: UTILIZE THE AEIS-IT! DATA ANALYSIS SYSTEM TO DISAGGREGATE TAKS AND BENCHMARK DATA, AND TO IDENTIFY CAMPUS-WIDE INSTRUCTIONAL NEEDS AS WELL AS LOW-PERFORMING STUDENTS IN NEED OF ADDITIONAL INSTRUCTION
- OBJECTIVE 3: MAKE CURRICULAR CHOICES, AND PLAN PRIDE LESSONS AND CLASSROOM WARM-UP/SPONGE ACTIVITIES ACCORDING TO TAKS AND BENCHMARK DATA, AND HOLD STUDENTS ACCOUNTABLE FOR THEIR PERFORMANCE
- OBJECTIVE 4: INDIVIDUALIZE CURRICULAR CHOICES, PRIDE LESSONS, AND CLASSROOM ACTIVITIES FOR TAKS A/M/ALT-TESTED SPECIAL EDUCATION STUDENTS ACCORDING TO THEIR PREDICTED LEVELS OF PERFORMANCE
- OBJECTIVE 5: COMMUNICATE WITH PARENTS TO INFORM THEM OF THEIR CHILD'S TAKS AND BENCHMARK PERFORMANCES AND NEED FOR ADDITIONAL INSTRUCTION/TUTORIALS
- OBJECTIVE 6: RECOGNIZE/REWARD STUDENTS FOR TAKS ACHIEVEMENT AND IMPROVED PERFORMANCE
- OBJECTIVE 7: MAINTAIN CAMPUS-WIDE MINIMUM STANDARDS FOR GRADE-REPORTING (PROGRESS REPORTS AND REPORT CARDS) IN ORDER TO GIVE PARENTS, TEACHERS, AND ADMINISTRATION A MORE ACCURATE REFLECTION OF STUDENT PERFORMANCE

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: INCREASE TAKS RESOURCES AND MANAGE/ORGANIZE EXISTING ONES TO ENSURE A VARIETY OF MATERIALS FOR CLASSROOM WARM-UPS AND LESSONS, AND PRIDE CLASS LESSONS					
1 (9)	Provide TAKS Resource Materials to all teachers	TAKS Information Booklets Online; Region 13 TAKS Tests; Measuring Up to TAKS; TAKS Master; TAKS Coach; Test Smart; WebCCAT; Kamico; Plato software; EducAide Resources; Eye on Mastery	Curriculum Coordinators	Ongoing	Lesson plans
2 (9)	Divide and label all existing and newly purchased TAKS resource materials so that separate materials are utilized in classroom warm-ups, lessons, and PRIDE class lessons	Markers; Department inventory	Curriculum Coordinators	Ongoing	Lesson plans; Inventory of materials
OBJECTIVE 2: UTILIZE THE AEIS-IT! DATA ANALYSIS SYSTEM TO DISAGGREGATE TAKS AND BENCHMARK DATA, AND TO IDENTIFY CAMPUS-WIDE INSTRUCTIONAL NEEDS AS WELL AS LOW-PERFORMING STUDENTS IN NEED OF ADDITIONAL INSTRUCTION					
3 (1,2, 8,9)	Group/rank TAKS objectives and show percent passing per objective	AEIS-it! software	Curriculum Coordinators	By beginning of school year August, 2008	Data analysis graphs
4 (1,2, 8,9)	Ability group students for instruction in the core subjects of math, reading, language arts, and science.	AEIS-it! Software; Grade reports	Curriculum Coordinators; Coun. D. Schneider; Principal L. Marek	By beginning of school year August, 2008	Class rosters
5 (1)	Keep all staff members informed of TAKS coordinator activities and campus-wide TAKS data	AEIS-it! software; presentation(s); email	Curriculum Coordinators; Principal L. Marek; APCI S. Anderson; Coun. D. Schneider	Ongoing	Sign-in sheets

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6 (1)	Set TAKS mastery level percentages for initial PRIDE Intervention Class and tutorial grouping: READING Mastery: above 85% Support: 75-84% Bubble: 60-74% Re-teach: below 60% MATH Mastery: above 85% Support: 70-84% Bubble: 50-69% Re-teach: below 50%	AEIS-it! software; 2004-2008 TAKS data	Curriculum Coordinators	Beginning of school year August, 2008	Data analysis graphs
7 (1,8)	Set Fall benchmark test mastery level percentages for PRIDE intervention class re-grouping and tutorials as follows: Mastery: above 70% Support: 60-69% Bubble: 35-59% Re-teach: below 35%	AEIS-it! software	Curriculum Coordinators	October—November 2008	Data analysis graphs
8 (1,8)	Set Spring benchmark test mastery level percentages for PRIDE intervention class re-grouping and tutorials	AEIS-it! software	Curriculum Coordinators	January—February 2009	Data analysis graphs
9	Create a benchmark testing calendar	State testing calendar; school activity calendar	Curriculum Coordinators; Principal L. Marek; APCI S. Anderson; Coun. D. Schneider	By beginning of school year August, 2008	Benchmark calendar
OBJECTIVE 3: MAKE CURRICULAR CHOICES, AND PLAN PRIDE LESSONS AND CLASSROOM WARM-UP/SPONGE ACTIVITIES ACCORDING TO TAKS AND BENCHMARK DATA, AND HOLD STUDENTS ACCOUNTABLE FOR THEIR PERFORMANCE					
10 (8,9)	Implement and assign grades for sponge activities in core areas	Various TAKS materials	Core teachers	Daily (3-5 minute TAKS sponge at beginning of period)	Teachers' gradebooks; Lesson plans

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
11 (9)	Implement and assign grades for sponge activities in electives	TAKS materials and resource notebook (math, reading, writing)	Electives teachers/ Curriculum Coordinators	Daily (3-5 minute TAKS sponge at beginning of period)	Teachers' gradebooks; Lesson plans
12 (9)	Create subject-area targeted objective timelines	AEIS-it! software; 2006 TAKS results	APCI S. Anderson Curriculum coordinators	By beginning of school year August 2006	Timelines
13	Share targeted objective timelines with departments for the purpose of curricular planning	Created timelines	Curriculum Coordinators	By beginning of school year August 2006	Timelines
14 (9)	Generate packets for daily instruction provided for PRIDE Intervention classes.	TAKS materials	Curriculum Coordinators	August to May	Completed packets; Lesson plans; Teachers' gradebooks
15 (9)	Continue before/after school tutorials	TAKS materials	Principal L. Marek; Coun. D. Schneider; Core teachers	FALL Semester: Math and Reading Sessions SPRING Semester: Writing in Jan./Feb. Math, Reading, Science, & Social Studies Feb. to April	Copies of tutorial letters; student sign- in sheets
OBJECTIVE 4: INDIVIDUALIZE CURRICULAR CHOICES, PRIDE LESSONS, AND CLASSROOM ACTIVITIES FOR TAKS A/M/ALT-TESTED SPECIAL EDUCATION STUDENTS ACCORDING TO THEIR PREDICTED LEVELS OF PERFORMANCE					
16 (1,9)	Group special ed. students for PRIDE class interventions, according to TAKS-A/M/ALT status	Appropriate level TAKS materials	APCI S. Anderson; Coun. D. Schneider; Spec Ed. Curriculum Coordinators D. Schneider	Ongoing, according to Benchmark results and ARD Committee decisions regarding testing levels	Class rosters

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
17 (1,2,8,9)	Monitor the progress of special ed. students through level-appropriate benchmark tests and communication between special education and content-area teachers	AEIS-it! software; benchmark results; ARD minutes	Spec. Ed. Curriculum Coordinators D. Schneider; Spec. Ed. Teachers; Content Teachers	2 weeks after administering benchmark tests	Charted results
18 (1,2,8,9)	Set individual goals of performance on benchmark for special education students	AEIS-it! software; Past TAKS A/M/ALT results	APCI S. Anderson; Coun. D. Schneider; Spec. Ed. teachers	4 weeks before each benchmark	Benchmark results
OBJECTIVE 5: COMMUNICATE WITH PARENTS TO INFORM THEM OF THEIR CHILD'S TAKS AND BENCHMARK PERFORMANCES AND NEED FOR ADDITIONAL INSTRUCTION/TUTORIALS					
19 (6)	Send score reports to parents after each Benchmark	Benchmark scores, reports	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Curriculum Coordinators	Approx. 2 weeks after each Benchmark (correlated with nearest progress report or report cards being sent home)	Copies of score reports
20 (6)	Send notices to parents of students who need TAKS tutoring	Benchmark scores TAKS scores Content area grades	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Curriculum Coordinators	Ongoing, beginning 2 nd six weeks	Returned notices; Tutorial sign-in sheets
OBJECTIVE 6: RECOGNIZE/REWARD STUDENTS FOR TAKS ACHIEVEMENT AND IMPROVED PERFORMANCE					
21 (6)	Hold a recognition assembly for commended performers on the previous year's TAKS tests	AEIS-it! software; certificate paper; laser printer ink	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Curriculum Coordinators	Prior to the end of the first six weeks	Sign-in sheets; purchase orders
22	Post student pictures and certificate of recognition for commended performers in the school's "Hall of Honor"	AEIS-it! software; certificate paper; laser printer ink	Principal L. Marek; APCI S. Anderson; Coun. D. Schneider; Curriculum Coordinators	Prior to the end of the first six weeks	Hallway display; purchase orders

# (NCLB)	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
	OBJECTIVE 7: MAINTAIN CAMPUS-WIDE MINIMUM STANDARDS FOR GRADE-REPORTING (PROGRESS REPORTS AND REPORT CARDS) IN ORDER TO GIVE PARENTS, TEACHERS, AND ADMINISTRATION A MORE ACCURATE REFLECTION OF STUDENT PERFORMANCE				
23	In all subject classes, with the exception only of athletics, the <u>minimum</u> number of grades taken each six weeks grading period will be <u>twelve</u> . Of the total eighteen grades, the minimum number of test/major project grades taken will be <u>three</u> .	Gradespeed software	Principal L. Marek; APCI S. Anderson; Department Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks
24	Each student, regardless of current average will receive a progress report midway through the grading period	Gradespeed software	Principal L. Marek; APCI S. Anderson; Dept. Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks
25	Progress report averages will reflect a <u>minimum of six substantial grades</u> (i.e. a "folder check" or "homework check" grade would not be considered substantial), of which <u>at least one</u> must be a <u>test/major project</u>	Gradespeed software	Principal L. Marek; APCI S. Anderson; Department Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks

ASSESSMENT DATA

SCHOOL REPORT CARD

District Name: *Devine Independent School District*

Campus Name: *Devine Middle School*

Campus Number: *163 901 041*

Accountability Rating for 2007-2008 School Year: *Academically Acceptable*

ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) REPORT

See pages 54-63.

NEEDS ASSESSMENT NARRATIVE

Devine Middle School will continue to focus upon continued academic growth and improvement of standardized test scores, with a goal of exceeding state averages in all tested areas. Our overall goal is 90% or higher in all areas. In an effort to improve student performance, four major goals reflected in this year’s Campus Improvement Plan are 1) the continuation of a Campus TAKS Plan, 2) the implementation of the “Curriculum on the Wall” project in all core subject areas, correlated to electives classes as well, 3) development of PRIDE classes (to replace PASS) with special school day intervention groups for at-risk students, and 4) inclusion teachers in ELA and math as well as satellite teachers made available to co-teach and assist with the delivery of special education accommodations.

A Side-by-Side Comparison of Overall Campus TAKS Scores

<u>2003 TAKS Scores</u> (2 SEMs below Panel Recommendation)		<u>2004 TAKS Scores</u> (1 SEM below Panel Recommendation)		<u>2005 TAKS Scores</u> (scored at Panel Recommendation)		<u>2006 TAKS Scores</u> (scored at Panel Recommendation)	
Reading	87.7	Reading	88.0	Reading	83.7	Reading	83
Math	65.3	Math	69.0	Math	63.3	Math	67
Writing	78.2	Writing	88.0	Writing	87.0	Writing	91
Social Studies	98.3	Social Studies	92.0	Social Studies	94.0	Social Studies	83
						Science (scored at 1 SEM below)	63

<u>2007 TAKS Scores</u> (scored at Panel Recommendation)		<u>2008 TAKS Scores</u> (scored at Panel Recommendation)	
Reading	88	Reading	90
Math	71	Math	72
Writing	94	Writing	88
Social Studies	88	Social Studies	87
Science (scored at 1 SEM below)	71	Science	64

PRELIMINARY DATA

October 2008

TEXAS EDUCATION AGENCY
 2008 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 1

DISTRICT NAME: DEVINE

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in BLUE.
 Academically Acceptable standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2008				2007			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (70%)											
All Students	344	360	96%	100%	306	346	88%		8		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	182	192	95%	53%	148	173	86%		9		
White	158	164	96%	46%	154	167	92%		4		
Econ Disadv	159	172	92%	48%	147	176	84%		8		
Writing (65%)											
All Students	118	121	98%	100%	104	111	94%		4		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	98%	*	49	53	92%		6		
White	*	*	97%	*	53	56	95%		2		
Econ Disadv	*	*	97%	*	44	49	90%		7		
Social Studies (65%)											
All Students	102	115	89%	100%	98	122	80%		9		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	45	57	79%	50%	54	67	81%		-2		
White	*	*	98%	*	41	52	79%		19		
Econ Disadv	31	41	76%	36%	51	68	75%		1		
Mathematics (50%)											
All Students	284	362	78%	100%	246	345	71%		7		
African Amer	*	*	*	*	*	*	*		*		

Devine Middle School Campus Improvement Plan 2008-2009

Hispanic	134	193	69%	53%	111	171	65%	Yes	4	**	No
White	147	165	89%	46%	131	168	78%		11		
Econ Disadv	122	175	70%	48%	111	174	64%	Yes	6	6	Yes
Science (45%)											
All Students	76	114	67%	100%	70	123	57%	Yes	10	**	No
African Amer	*	*	*	*	*	*	*		*		
Hispanic	27	57	47%	50%	34	67	51%	Yes	-4	**	No
White	48	55	87%	48%	33	53	62%		25		
Econ Disadv	22	41	54%	36%	32	69	46%	Yes	8	**	No

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2007?	Exceptions Applied
20	4	4	No	N/A	No

TEXAS EDUCATION AGENCY
2008 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine ratings are highlighted in **BLUE**.

Academically Acceptable standards are shown in parentheses.

Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2007					Class of 2006			Required Improvement			
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2006-07				2005-06			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	0	297	0.0%	100%	0	304	0.0%		0.0		
African Amer	*	2	*	1%	*	3	*		*		
Hispanic	0	156	0.0%	53%	0	163	0.0%		0.0		
White	0	136	0.0%	46%	0	135	0.0%		0.0		
Econ Disadv	0	152	0.0%	51%	0	166	0.0%		0.0		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

2008 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Summary of Gold Performance Acknowledgments

Earned 5 acknowledgment(s) out of 8 evaluated.

Advanced Courses		Commended Reading/ELA	++
AP/IB		Commended Mathematics	NQ
Attendance Rate	++	Commended Writing	++
RHSP/DAP		Commended Science	NQ
SAT/ACT		Commended Social Studies	++
CI: Reading/ELA	++	TSI ELA	
CI: Mathematics	NQ	TSI Mathematics	

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2006-07): NOT APPLICABLE

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

AP/IB Results (2006-07): NOT APPLICABLE

Number Percent

Student Groups	Number Taking AP and/or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/or IB	Scoring at or Above Criterion	Number Taking AP and/or IB	Scoring at or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Attendance Rate (2006-07): ACKNOWLEDGED

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
All Students	69,316	71,392	100%	97.1%
African American	*	702	1%	*
Hispanic	35,724	36,873	52%	96.9%
White	32,393	33,286	47%	97.3%
Economically Disadvantaged	36,198	37,479	52%	96.6%

Attendance Rate standard for your acknowledgment is 96.0%.

Commended on Reading/ELA: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	146	360	100%	41%
African American	*	*	*	*
Hispanic	71	192	53%	37%
White	75	164	46%	46%
Economically Disadvantaged	56	172	48%	33%

Reading includes second administration results for Student Success Initiative students tested at the same campus.

October 2008

TEXAS EDUCATION AGENCY

PAGE 4

2008 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	64	362	100%	18%
African American	*	*	*	*
Hispanic	29	193	53%	15%
White	35	165	46%	21%
Economically Disadvantaged	21	175	48%	12%

Mathematics includes second administration results for Student Success Initiative students tested at the same campus.

Commended on Writing: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	43	121	100%	36%
African American	*	*	*	*
Hispanic	18	*	*	32%
White	25	*	*	40%
Economically Disadvantaged	18	*	*	28%

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	21	114	100%	18%
African American	*	*	*	*
Hispanic	3	57	50%	5%
White	18	55	48%	33%
Economically Disadvantaged	6	41	36%	15%

Commended on Social Studies: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	43	115	100%	37%
African American	*	*	*	*
Hispanic	15	57	50%	26%
White	27	*	*	48%
Economically Disadvantaged	13	41	36%	32%

Comparable Improvement: ACKNOWLEDGED: READING/ELA

	Total Number of Matched Students	Quartile
Reading/ELA	342	Q1
Mathematics	341	Q3

2008 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.
 Special formats ('*') are used to protect student confidentiality.

Recommended High School Program (RHSP)/DAP (Class of 2007): NOT APPLICABLE

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

SAT/ACT Results (Class of 2007): NOT APPLICABLE

Student Groups	Number Taking SAT and/ or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/ or ACT	Number Scoring at or Above Criterion	Number Taking SAT and/ or ACT	Percent Scoring at or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring at or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

Student Groups	Number Scoring at or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring at or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

USE OF OTHER RESOURCES

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1. *Individuals with Disabilities Education Act (IDEA)* – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. *State Compensatory Education (SCE)*. Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. NCLB, Title I, Part A – Devine ISD uses its Title I funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. NCLB, Title II, Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.
5. NCLB, Title II, Part D: Enhancing Education Through Technology – Devine ISD utilizes these funds at all campuses to purchase equipment designed to integrate technology into curriculum content.
6. NCLB, Title III: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
7. NCLB, Title IV: Safe and Drug-Free Schools and Communities – The district is in a shared services arrangement with the ESC for Title IV. Various programs are available through the ESC including Red Ribbon Week, Second Step Violence Prevention, and other curriculum activities oriented toward drug and violence prevention and esteem-building.
8. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
9. English as a Second Language (ESL) – A certified teacher uses the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding is used as salary for a certified teacher and special supplies and materials used to enhance the instruction.
10. Optional Extended Year (OEY) – State funds generated by students in at-risk situations in grades Kindergarten through 8 support a summer program designed for those students in grades K-12 who are retained. In this initiative, teachers and aides provide intensive, half-day sessions for students for a 20-day period during 4 weeks in the summer.

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.

STUDENT 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 not 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, less 15 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.
- (6) Devine ISD combines its SCE funding with Title I School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not Title I campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I school wide program (on a campus with over 50% 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 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 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 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 2008-2009

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.

STRATEGY/ACTIVITY	RESOURCES	STAFF RESPONSIBLE	TIMELINES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
OBJECTIVE: TO HAVE 90% OF ALL STUDENTS DISAGGREGATED BY ETHNICITY, GENDER, AND INCOME PASS ALL PARTS OF THE TAKS					
HOMEBOUND SERVICES – Students deemed unfit to attend classes due to health, including pregnancy related services (PRS), or other appropriate reasons are provided instruction in order to maintain grade level equivalency and pass specific subject areas.	Certified teachers; SCE funds (\$5000); Software	Principal L. Marek; certified teachers	August – June	Teacher tests; report cards	Passing all core subjects
TAKS MATERIALS – Core curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives.	Instructional supplies; SCE Funds (\$1000)	Principal L. Marek; Curriculum Coordinators	August – June	Teacher tests; report cards	Passing applicable component of TAKS
AFTER-SCHOOL TUTORIALS – Students encountering academic failure in core subject areas receive individual assistance from a certified teacher.	Certified teacher; SCE Funds (\$2500); supplies	Principal L. Marek; certified teachers	August – June	Teacher tests; report cards	Passing final grade in all core subjects
SATURDAY SCHOOL TUTORIALS – Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives.	Certified teacher; SCE Funds (\$2500)	Principal L. Marek; AP R. Lester	August – May	Teacher tests; report cards	Passing grades; promotion
SUMMER SCHOOL – Students are provided instruction in order to maintain grade level equivalency and pass specific subject areas.	5 certified teachers (5 FTEs) (\$15000); supplies	Principal L. Marek; APCI S. Anderson; certified teachers	June – July (4 weeks)	Teacher tests; report cards	Promotion

STRATEGY/ACTIVITY	RESOURCES	STAFF RESPONSIBLE	TIMELINES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
SUMMER SCHOOL TUTORIALS – According to state criteria, students identified as being in at-risk situations receive supplemental academic instruction in core subject areas.	Certified teachers; SCE Funds (\$5000)	Principal L. Marek; APCI S. Anderson; certified teachers	June (2 weeks)	Practice tests; released TAKS assessments	Passing TAKS
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.	Contract with CO-OP; SCE Funds (incorporated w/ DHS funds = \$100,000)	Bigfoot AEP Coop	August – June	Teacher tests; report cards	Passing grades; stay in school/continued enrollment
JJAEP – Participate in the Atascosa JJAEP as an alternative to expulsion.	SCE (\$5000)	Superintendent L. McAnelly; Principal L. Marek; AP R. Lester	September – June	First semester record of student attendance; grade reports	Yearly record of student attendance; continued enrollment; grade reports
PRIDE (PURPOSE, RESPECT, INTEGRITY, DISCIPLINE, EXCELLENCE) CLASS – Students receive assistance on TAKS test-taking skills.	Certified teachers – 27 SCE funds (.10 FTEs) (\$165,000)	Principal L. Marek; APCI S. Anderson; Curriculum Coordinators	August – June	Teacher tests; report cards	Pass all classes
DYSLEXIA – Provide dyslexia program for dyslexic students using research-based reading strategies.	SCE funds (.10 FTE) (\$6300)	Principal L. Marek; Dyslexia Coord. D. Stiefer; Trained paraprofessional M. Rosales	August – June	Section reviews; report cards, benchmark scores	ELA grades; list of exited students
PROVIDE PGP (PERSONAL GRADUATION PLAN) – for students that fail one or more sections of the state assessment.	SCE; Local	Principal L. Marek; Counselor D. Schneider	Fall semester	Individualized PGPs	Pass all applicable sections of TAKS
STAFF DEVELOPMENT – Provide at-risk staff development for extended year teachers.	SCE (\$200)	Principal L. Marek; Dir. Spec. Programs G. Allen	June	Sign-in sheets	Observation of at-risk strategies used during summer school; summer school student completion and promotion report
Additional Services available to support At-Risk Students (not funded by SCE)					
PLATO LAB – Provide student support and remediation for core subject areas in TAKS with PLATO software.	Local	Principal L. Marek; APCI S. Anderson; Curriculum Coordinators	August – June	Pre/Post Tests	Passing TAKS scores; promotion
DISTRICT SCHOOL RESOURCE OFFICER (SRO) – Utilize the services of the SRO to assist in enforcing compulsory attendance laws.	Local; City of Devine	Principal L. Marek; AP R. Lester; Attendance Clerk N. Pilaczynski	August – June	Six weeks attendance reports; SRO reports	Annual attendance reports