

Devine High School

Campus Improvement Plan

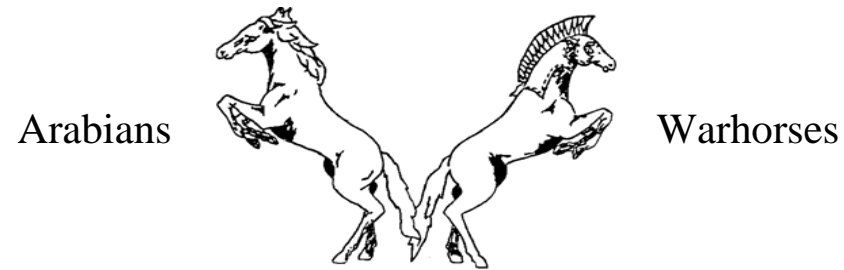


2009-2010

MISSION STATEMENT

The Devine Independent School District fosters respectful life-long learners and leaders who maximize their potential through optimal educational opportunities offered in an environment of equality, respect, and competitiveness.

DEVINE HIGH SCHOOL



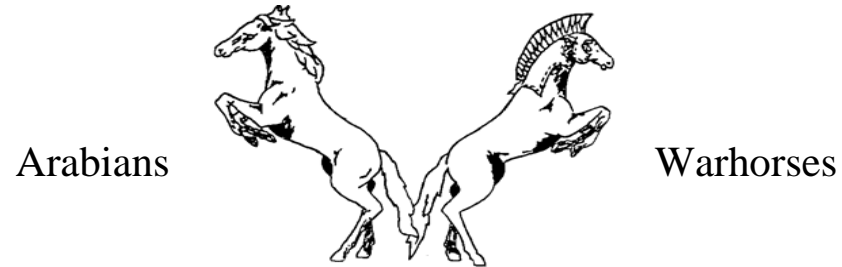
Devine High School
DEIC Committee Representatives
2009-2010

Non-Teaching Professional
Steve Anderson

Teaching Professionals
Rebecca Meek
Roseann Lopez
Agnes Ramirez

Parent Representative
Nancy Briscoe

DEVINE HIGH SCHOOL



Devine High School

2009-2010 Site-Based Committee

Evan Eads	Classroom Teacher	Term Ends 2012
Linda Cottle	Classroom Teacher	Term Ends 2010
Kate Fowler	Classroom Teacher	Term Ends 2011
Jacklyn Lopez	Classroom Teacher	Term Ends 2012
Agnes Ramirez	Classroom Teacher	Term Ends 2010
Neva Sessions	Classroom Teacher	Term Ends 2011
Peggy Allen	Parent	Term Ends 2010
David Dougherty	Community	Term Ends 2010
Linda McAnelly	Professional, District	Term Ends 2010
Steve Anderson	Professional, Campus	Term Ends 2011

Devine High School Campus Improvement Plan

Goal 1 Parent Responsibility: To ensure that parents, as members of the site-based decision-making committee, are involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, school organization and the approval of those portions of the campus plan addressing campus staff development needs. Campus Objective 1:1

Community and parental involvement with the campus will be increased.

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

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Conduct conference opportunities for parents and teachers	Print at bottom of report cards, Local media, marquee, DHS Website	Principal, Asst. Principal, APC&I, Counselor, Staff	August - May	Sign in sheets, Band Boosters and Athletic Boosters membership rosters; report cards, Report Card Night sign-in sheets, newspaper articles as approved by principal
Parental contact will be made on a regular basis	Telephone, email, contact logs	Administrators and Teachers	August - May	Parent contact log with minimum, 10 contacts
Distribute school newspaper to community and staff	Maroon Messenger printed in The Devine News—\$200 an issue/\$2,000	Principal, Journalism teacher, Other staff	August - May	Published 10 times each school year
Distribute report cards to parents or students	Report Cards	Principal, Counselor, APC&I, Counselor's Secretary/Registrar	October - May	Report cards handed out every six weeks

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR	FORMATIVE EVALUATION
Distribute progress reports to parents of Special Ed. students and at-risk students as needed	Progress reports, copies, envelopes, postage-\$1,600	Teachers, Principal, Asst. Principal, APC&I, Counselor, Registrar	September - May	Progress reports issued each three weeks, Parent Conferences
Advertise school activities on marquee and local media	Newspaper, School Marquee, campus bulletin boards	Principal, Journalism Teacher, Athletic Directors, APC&I	August - May	Devine News
Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; i.e., FFA, FCCLA, UIL, etc.	Cafeteria, Parent Volunteers, Booster Clubs, Hospitality Services @ \$500, Community Center, MS and HS gyms	Principal, Student Council Sponsor, Band Director, Athletic Director, Club Sponsors, APC&I, Literary Director	August - May	Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles as approved by principal
Encourage community participation in activities such as Christmas and spring band concerts, athletic banquets, and theater productions.	Gym, Cafeteria, Parent Volunteers, Booster Clubs, Flyers, Campus Website, Local Media, Meals	Principal, Band Directors, Coaches, Theatre Director, Literary Director	August - May	Newspaper articles as approved by principal, sign-in sheets, head counts, ticket sales
Promote Texas Public School Week, Red Ribbon Week	Newspaper, marquee, school bulletins	Principal, Asst Principals, club sponsors, art instructor	August - May	Newspaper, Red Ribbon Distribution, Display of student art at two community banks (includes projects from other disciplines), Current Events Club
Encourage attendance at Student Awards Assemblies	Local Media, newspaper	Principal, Counselor, AP's, Journalism Teacher	May	Awards distribution, master list on file

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Senior Boy and Girl Student of the Month	Lions Club, Local Media	Principal, Teachers	Monthly (nominations), September-May	student certificate, newspaper article
Provide E-Newsletter every six weeks	List serve	Principal	Six weeks	Website
Improve district website, www.devineisd.org	Website, technology person, submission materials	Technology Director, APC&I, Other staff	On weekly basis	Website, review technology survey
Initiate and maintain parent List Serve	Parent email addresses	Technology Director	On-going	List serve
Have a college readiness night to provide knowledge to parents about college	District Personnel, College Personnel, invitations	Principal, AP C & I, District Counselors	Fall/Spring	Parent Attendance, student attendance, college rep attendance
Provide campus event calendar monthly or each grading period, with student activities, SBDM Meetings, Board Meetings, school-sponsored activities	Publishing costs	Principal, APC&I, Athletic Directors, Other staff	August - May	Physical calendar

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Ensure the district communicates state and federal promotion and graduation requirements	Local media, TEA materials, Newsletters,	Principal, Assistant Principals, Counselor	August - May	Articles in local paper, newsletter, brochures
Provide involvement for parents at alternative settings and times	Alternative settings, times	Principal, Assistant Principals, Counselor	August - May	Conference minutes
Parent Learning Network involvement meetings at Parent Training Library	Speakers, Facility	Principal, PLN Director	On-going	Sign-in sheets
Communicate district and campus-based programs and organizations through registration/enrollment packets and district or campus websites	Publishing costs	Technology Director, Principal, Club Sponsors, Athletic Directors, Assistant Principals	August - May	Physical forms, articles
Develop and distribute a parent satisfaction survey for parental input on an annual basis	Publishing, mailing of survey	Principal	Spring	Returned surveys

Goal 2 Student Learning: All students will be challenged to excel academically and achieve their full potential. Campus Objective 2:1 (Academic Excellence Indicator)

Student Achievement of the Texas Assessment of Knowledge and Skills (TAKS) will increase to reflect State and district passing standards.

Measurement: The percent of all students enrolled in the district passing all sub-tests will increase or be maintained in accordance with campus established goals.

Campus Goals The percent of students passing the TAKS tests will attain the Texas passing standard and the district passing standard of 70.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Practice essay writing in the 9th, 10th, and 11 th grade English classes based on triplet model	TAKS Objectives and Materials, \$2,000	Principal, TAKS Co-coordinators, Counselor, APC&I, Staff	August - May	Lesson Plans, Sponge Activity Plans, Teacher Records, TAKS Results
Teachers will use tutorial software for TAKS	Computer Lab, \$1,800	APC&I, Teachers, Computer lab aide	August - May	Computer Lab Schedule, Student TAKS Skill Book Profiles
Both essay and multiple choice format questions will be used on all course examinations	Copier, Test Format, Scantron Machine	Principal, AP C & I, Department Chairs, and Staff	August - May	Teacher Records

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Questions testing higher order thinking skills will be utilized in all classes.	Brain Teasers and Challenges, Question Books and Motivational Posters	Principal, AP C&I, Department Chairs	August-May	Lesson plans, teacher records
Utilize High-Yield Instructional Strategies with all instruction	“What Works in Classroom Instruction”	Principal, AP C & I, Coordinators	October-June	Lesson plans, teacher records, department planning minutes
Offer juniors and seniors SAT/ACT reviews, review objectives in English and math classes	Review Materials, \$150, SAT/ACT Practice booklets	Principal, APC&I, Counselor, English Department, Technology Coordinator, Math Department	August - May	Sign-in sheets for classes, Additional Indicators, Scores on practice tests
Share standardized test results with appropriate teachers	AEIS Report , AEIS-IT	Principal, Counselor, Department Chairs, TAKS Coordinator	August - May	TAKS, AEIS, AEIS-IT reports, CSR’s
Conduct TAKS benchmark tests in all four grades in core areas.	TAKS released tests from NCS or other source, WebCat	Principal, AP C & I, Coordinators	August - May	Benchmark analyses, benchmark results,
Develop Benchmark Calendar for the coming school year.	School Calendar	TAKS Coordinators, Testing Coordinator, Principal, AP C & I	April-May	DHS Calendar; District Testing Calendar

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Maintain and monitor listing of students identified as being at-risk each six weeks for follow-up services	Report card data, Cumulative failure list, At-risk indicators	Counselor, Principal	August - May	List of at-risk students and failure rates for six weeks evaluated by principal and discussed with staff, improved progress of at-risk students
Instruct students on use of electronic media to improve their research and remediation for standardized tests	Computer labs, Microsoft Network, staff programs, Individual Classroom Computers, Internet, Graphing Calculators	Principal, AP, C&I Technology Coordinator, Librarian, Staff	August - May	Computer lab, library, and teacher records
Provide school-year services for identified G/T students that include instructional and organizational patterns as specified in 19 TAC Ch 89.52 (a)(5)	Budget-\$2,000, Advanced Placement, Pre-AP, Dual-Enrollment in English III, IV, Government, US History, Sociology and Psychology	Principal, APC&I, Counselor	August - May	Results-based monitoring documents, G/T surveys and/or program evaluation
Provide access to and use of computers for review of PSAT, SAT, and ACT material	Computers and software, Internet sources, Plato lab	Principal, APC&I, Technology Coordinator	August - May	Computer lab schedules
Provide review of TAKS Objectives for all grades	Practice TAKS Tests, TAKS materials, Computer Software—\$1000	Principal, APC&I, TAKS Coordinators, Teachers in four core areas	August-May	Copies of reviews, sign-up sheets for attendance

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Build campus incentives for students who do well on TAKS Benchmarks	Time, local merchant incentives	Principal, APC&I	August - May	Media Coverage, drawings for incentive awards
Develop student recognition program for commended and improved students	\$1,500 for picture frames, certificate paper, \$200 for invitations	Principal, AP C&I	August - September	Picture displays, lists of commended students, record of awards ceremony
Recognize teachers for exemplary performance	Plaques, certificates	Asst. Superintendent, Principal, AP C&I	May, 2010	TAKS scores
Teachers will have TAKS warm-up activities in all core area classes	Paper, TAKS resource materials, \$1,000 per TAKS coordinator	Principal, AP C&I, TAKS Coordinators	August - May	Walk-throughs
Monitor and adjust TAKS Plan based on student needs	\$1,000 per TAKS coordinator	Principal, AP C&I, TAKS Coordinators	August - May	Physical plan and walkthroughs

Goal 2 Student Learning: All students will be challenged to excel academically and achieve their full potential. Campus Objective 2:2 (Academic Excellence Indicator)

The achievement gap among student populations on the TAKS will be reduced by 10% each year.

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

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

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Share TAKS test data with appropriate teachers, as data is recorded	Copier and test data	Principal, AP C&I, Counselor, Teachers in four core areas	August - May	CSR's, campus reports
Incorporate oral language strategies for ESL students through use of ESL materials, software, and staff development	Local, Title III funds	Principal, ESL Teacher, Director of Special Programs	August - May	TELPAS, AMAOS

Goal 2 Student Learning: All students will be challenged to excel academically and achieve their full potential. Campus Objective 2:3 (Academic Excellence Indicator)

Eighty percent (80%) of students will meet the passing standards on a six weeks basis.

Measurement: Data will indicate that 80% of students meet passing standards.

Campus Goals The percentage rate of students failing one or more courses each six weeks will not exceed 20%.
The annual percentage rate of students failing one or more courses will not exceed 20%.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Require professional collaboration between staff in order to plan effective instruction, including sharing of successful ideas	Professional development, Department Meetings, Master Schedule	Principal, AP C & I, Department Chairs	August - May	Student schedules, In-service roster, Teacher records, Master Schedule, content area meeting minutes
Continue Semester Examination Exemption Program to improve attendance and grades	Coordination with all staff; attendance, discipline, academic, and student financial obligations records	Principal, AP C&I, Staff	Third and Sixth 6 Weeks	Student schedules, grades, attendance records,
Explore the idea of teachers using students as peer tutors to assist failing students	Supplemental materials	Principal, Faculty	August - May	Student schedules, Teacher records

Campus Goal 2:3

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Schedule Parent/Guardian Conferences at end of six weeks for students with failing averages	Copier, Telephone, Progress Reports	Principal, AP C & I, Counselor, Faculty	September - May	Sign-in sheets, Progress reports, parent contact log
Use peer tutors for at-risk students	In class as needed	Principal, Counselor, staff	August - May	Student schedules, Sign-up sheets for attendance, RtI documentation
Parental contact will be made for at-risk students	Progress Report, Report Cards, Telephone	Principal and Teachers	August - May	Parent contact log, Progress Reports, Report Cards
Monitor and adjust the credit retrieval program for at-risk students	Plato Lab, Personnel	Principal, AP C & I, Counselor, Staff	August-August	Improved passing rate, lower dropout rate

Goal 2 Student Learning: All students will be challenged to excel academically and achieve their full potential. Campus

Objective 2:4 (Academic Excellence Indicator)

Student attendance rates will increase.

Measurement: The campus attendance rate will increase or be maintained annually until the state standard of 97% is attained or exceeded. Campus Goals:

Student absences will not exceed 9 per semester.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON-GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Reward individuals with perfect attendance in all class periods, 6-week intervals	Ice cream sundaes, Drawing for prizes, In-The-Bag program	Principal, AP's, Attendance Clerk	August - May	Student attendance reports
Call and write parents about excessive absences	Copier, paper, telephone	Asst. Principal, Attendance Clerk, SRO, Staff	August - May	Attendance Records
Continue Semester Examination Exemption Program to improve attendance and grades	SRO, Staff, office records	Principal, Asst. Principal, Department Chairs, Attendance Clerk, SRO	3rd and 6th six weeks	Attendance Records
Provide prizes to students every six weeks for perfect attendance and exemplary attendance	Attendance prize money	Principal, AP's	Each six weeks	Attendance rates

Goal 3 Drop-Out Prevention: Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma.

The annual drop-out rate will decrease in order to meet or exceed state and federal standards.

Measurement: The number of students who drop out of school will decrease annually in accordance with campus-established goals.

Campus Goal 3:1 The campus dropout rate as determined by AEIS data will be maintained or decrease from the Region 20 rate of 1.9% Hispanic and Economically Disadvantaged dropout rate will be reduced to 2.9%

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Verify withdrawals to other districts	Withdrawal Document, Request records	Counselor, Special Education Transition Counselor, Registrar	August - May	Requested records form received
Evaluate out-of-district transcripts	Records, Transcripts, and AAR	Principal, Counselor, Special Education Transition Counselor, APC&I	August - July	Student records Student test reports
Recover students who have not passed TAKS	PEIMS info, attendance records, TAKS study guides, tutorials	Principal, APC&I, Counselor, Attendance Clerk	August-August	Student test reports
Computer Labs will be available all day	Computer labs, software, skill banks, Lab aide/ technician	Principal, Campus Technology Director	August – May	Teacher schedules, sign-in sheets

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Career Technology Work Program—DCP	Classroom, Career Tech Teacher, CT Weighted Funding	Principal, Counselor, Ag Science teacher	August – May	Teacher records
Appropriate academic placement and counseling	Test scores, grades, student records	Counselor, Principal, AP C&I, Vocational Supervisor, Teachers	August – May	Progress reports, Report cards, Testing, Training Plans, Transcripts
After-school and Saturday-TAKS Tutorials	Plato Lab, Personnel	Teachers, AP C & I	August – May	Improvement of TAKS scores
SRO will assist principal, assistant principal in communicating with parents and helping to enforce compulsory attendance laws.	Local	Principal, SRO, Director of Special Programs	August - May	Attendance Records
Plan crossover activities with Core and CATE teachers (lateral/vertical)	Additional time for planning, Funding for projects	Principal, Assistant Principals, CATE Director, All teachers	August - May	Lesson plans of teachers
Incorporate technology skills into all classes, 9-12	Technology domain included in classroom walk-throughs	Principal, Assistant Principals	On-going	Satisfactory monitoring as reflected on walk-through instrument

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Host "Career Day" or career awareness day for each campus	Career Awareness Program-\$500	Principal, Counselor, CATE Coordinator, CATE Teachers	August - May	Student reports
Emphasize career connections in 9-12 classes	Personnel awareness and training	Principal, Assistant Principals, Counselor, CATE Coordinator, CATE Teachers	August - May	Lesson Plans
Require interest inventory and/or ASVAB	Military personnel, CATE Personnel	Counselor, CATE Coordinator	September	ASVAB Score Reports, Kuder reports
STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Invite college recruiters to present programs regarding financial aid, college credits, class enrollment procedures, and goal-setting to seniors	Time, college personnel	Counselor	Fall Semester	Student reports

Goal 3 Drop-Out Prevention: Through enhanced drop-out prevention efforts, all students will remain in school until they obtain a high school diploma.

Campus Objective 3:2 (Academic Excellence Indicator)

The percent of students annually attaining graduation requirements will continue to remain at or above the state-required level.

Measurement: The graduation rate will be maintained in accordance with campus established goals.

Campus Goals: The percent of students attaining graduation requirements will remain at or above the state-required level.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Attend a college fair at an area school. Conduct financial aid/FAFSA workshops for students and parents	College Representatives, Transportation, Mail, Newspaper, Flyers	AP C&I, Counselor	October and February	Counselor records
Provide information for students to visit colleges and technical schools	Admission staff, Catalogs, College Days	Counselor, APC&I	August - April	Sign-in Sheet
Provide CTE and career counseling for teenage parents	Vocational Counselor, School Nurse, Home Teacher, Special Ed Counselor, Consumer Eco teachers	Principal, Counselor, APC&I, Special Ed Counselor, Consumer Eco Teachers	On-going	Counselor Records, Class Curriculum
Provide CTE courses to prepare students for technical college and career paths (Career pathways)	CTE Director and Teachers	Principal, CTE Director and Teacher	On-going	Class records and curriculum

Goal 4 Curriculum and Program: A well-balanced and appropriate curriculum will be provided to all students. Campus Objective 4:1

The curriculum for all students will focus on high expectations and higher-order thinking skills.

Measurement: Documentation of higher-order thinking skills will be in the lesson plans.

Campus Goals All teachers will use higher-order thinking skills in all subject areas so that all students may realize their learning potential and be prepared for productive lives.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement institutes as appropriate	Region 20, College Boards, Substitutes, TEA, Universities	Principal, Curriculum Coordinators, AP C&I	On - going	Budget, student schedules as verified by the principal
Encourage students to take additional science and mathematics courses by offering PAP/AP weighted course sequences	Curriculum materials, Graduation requirements	Principal, Counselor, Mathematics and Science Departments, APC&I	August - May	Student schedules
Offer dual credit courses in additional disciplines; Continue offering English, US History, Government and Economics dual credit on campus	Course booklets, College catalogs, Articulation agreements with SAC and PAC	Principal, Counselor, AP C&I, English Teachers, Social Studies Teachers, FCS and Ag Teachers	August - May	Budget increases, Student schedules

Campus Goal 4:1

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Increase the use of computer labs in instruction. Add more computers to the lab and classrooms.	Computers, Software	Principal, Counselor, APC&I, Technology Director	August – May	Lab scheduling records
Implement new courses in Technology Education, including computer-aided drafting and engineering	Instructor, class materials, lab materials, time allotted in master schedule	Principal, AP C&I, qualified instructor	August – June	Class grades, completion rate
Maintain active status of Certified Nurse Assistant and Certified Pharmacy Tech course	Instructor, class materials, lab materials, time allotted in master schedule	Principal, AP C&I, Nurse or other qualified instructor	August – June	Class grades, completion rate, certification rate
Instruct juniors and seniors in Criminal Justice curriculum to improve their knowledge of the law, the constitution, and law enforcement careers.	Curriculum materials provided by AACOG	Student Resource Officer, AP C&I, Principal	August - May	Progress Reports and Report Cards at three-week and six-week intervals

Goal 4 Curriculum and Program: A well-balanced and appropriate curriculum will be provided to all students. Campus Objective 4:2 (Academic Excellence Indicator)

The percent of students enrolled in advanced courses will reach or surpass the Gold Performance Acknowledgement (GPA) level.

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

Campus Goals The percent of students enrolled in advanced courses will increase to at or above GPA level.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement institutes as appropriate	Region 20, College Boards, Substitutes, TEA, Universities	Principal, Department Chairs, AP C&I	August - May	Budget, Conference certificates and/or voucher requests
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in PAP/AP classes.	PSAT booklets & standards chart	Principal, Department Chairs, G/T Coordinator, Counselor, APC&I	August - May	Test results and Sign-up sheets
Encourage all students to take PreAP/AP courses by adopting College Board/AP Equity policies for student participation	AP/College Board Standards, AP Equity policy statement	Principal, AP C & I, Counselor	August - May	record of increase in number of students taking PreAP/AP courses
Encourage students to take science and mathematics courses each year by adding PAP/AP courses that have advanced course weight and a terminal AP course in the sequence	Copier, printed materials	Principal, Mathematics and Science Dept. Chairs, Counselor, AP C&I	August - May	Budget, Student schedules

Goal 4 Curriculum and Program: A well-balanced and appropriate curriculum will be provided to all students. Campus Objective 4:3 (Academic Excellence Indicator)

The percent of students graduating with the recommended seal or the distinguished achievement seal will increase by 10% per year until GPA is reached.

Measurement: The percent of students graduating under the recommended or distinguished seal will be maintained in accordance with campus-established goals.

Campus Goals: The percent of students graduating on the recommended program will increase by 10% per year.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement in-services as appropriate	Region 20, College boards, Substitutes, TEA	Principal, AP-G/T Coordinator, Department Chairs, Counselor	August- May	Conference certificates, Teacher vouchers
Encourage students to take the PSAT in the 10th and 11th grade by linking it to requirements in PAP/AP classes.	Course booklets and standards chart	Principal, AP - G/T Coordinator, Counselor	August - May	Test results
Increase the use of the computer labs in instruction	Computer labs	Principal, Counselor, Teachers	August - May	Lab scheduling records
Encourage/provide incentives for AP students to take AP exams	Test applications, exemptions provided for economically disadvantaged, reimbursement for all students scoring 3 or higher—\$500	Principal, Counselor	August - May	Test results

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Meet federal standards for curriculum alignment and assessment through TEKS & ELPS alignment of campus curriculum	Title XIV SFSF funds	Principal, AP of C&I, Curriculum coordinators, Asst. Sup of C&I	August 2009- June 2010 SW Component 2, 4,9	CSCOPE; Instructional Focus Doc. (IFD); Vertical Alignment documents; Year-At-A-Glance; TAKS

Goal 5 Personnel: Effective and highly qualified personnel will be recruited, developed, and retained. Campus Objective 5:1 Staff development programs will be implemented on this campus. An attitude of high expectations and performance will be developed among staff. Staff shortages in critical areas will decline through a recruiting program to select and retain quality teachers.

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

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide TEKS and TAKS in-service.	Region 20	Principal, AP C & I	August - May	Evaluation forms
Encourage teachers to attend G/T and AP workshops.	Region 20	Principal, AP C & I	August - May	Certificates
Establish vertical and horizontal planning meetings.	Scheduling	Principal, Assistant Supt. C & I	August - May	Sign-in sheets
Maintain ratio of students to teachers for effective use of talents in critical needs areas of reading, mathematics, and science according to staffing levels	Course offerings, Texts, Staffing	Principal, Counselor, Assistant Principals	August - May	Teacher grid sheets
Establish common planning time for core area teachers to collaborate, plan, and review student work	Master Schedule	Principal, AP C & I, Counselor	August - May	Master Schedule with common planning times

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Recruit and hire staff as needed in critical areas of mathematics, science, Spanish, and special ed	School District, Colleges and Universities, Job Fairs	Personnel, Principal	On - going	Contracts, Certification records
Provide staff development for paraprofessionals that would increase their ability to assist in instructing reading, writing and math	Funding and personnel for staff development. Title II-A	Principal, Assistant Supt. C&I Director of Special Programs	Aug-May	Sign-in Sheets, Certificates
Provide paraprofessionals reimbursement for college tuition/books to help fulfill federal paraprofessional requirements	Funding--Title II-A	Director of Special Programs	Aug-May	Transcripts

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide quality staff development to ensure that all core teachers are highly qualified	Title II-A	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	Staff development surveys, annual review of teacher certificates
The district will provide reimbursement for the TExES test in high needs areas to assist teachers in becoming highly qualified	Title II-A	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	H/Q--teacher certificates
Make teachers highly qualified in all subjects, in particular English and Special Education, by taking appropriate tests	Time	Director of Special Programs, Personnel Director, Principal, Teacher	August-June	H/Q--teacher certificates

Goal 6 Student Performance: Thirty percent of students tested on college admissions tests will score at or above state criteria. Student performance on Scholastic Aptitude Test (SAT) and the American College Test (ACT) will increase. The number of students taking the college admissions tests will increase by 10%

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

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Questions testing higher order thinking skills will be utilized in all courses	Brain teasers, Question books, and old textbooks	Classroom teachers	August - May	Daily work and tests
Tenth and 11th grade students will be encouraged to take the PSAT. College bound juniors will be encouraged to take the ACT or SAT and to retake each in order to raise their scores by tying the test to PreAP/AP courses' requirements.	Printed materials, Study Guides	Counselor, Classroom teachers	August - May	Test results, PAP/AP Guidelines
Provide up-to-date materials for English and math classes to help students with format practice	Newspapers, Magazines, Internet	Academic classes where appropriate	August - May	Teacher records

Campus Goal 6

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Continue student recognition program for high SAT/ACT scores	Money for awards, dinner, certificates, pictures - \$1000	Principal, AP C&I	August - March	SAT/ACT scores
Develop criteria and provide financial assistance for eligible students to take THEA, SAT/ACT tests, AP exams, and dual-credit courses	Lists of eligible students, High School Allotment	Principal, AP C & I, Counselor	August - May	Published criteria, application forms, and test results
Maintain scholarship program for UIL participants with high SAT/ACT scores	Local Money for scholarship - \$2000	Principal, Counselor, Central Office Personnel	April-May	SAT/ACT scores, UIL spring meet list

Goal 7 Organization and Management: The organization and management of the campus will be productive, efficient, and accountable.

Campus Objective 7:1

All campus staff will have only the highest expectations of student performance and behavior.

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

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

Measurement: The low accident rate will continue.

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

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Monitor the use of security equipment to prevent or decrease vandalism and/or graffiti	Cameras, police reports, computer, Function 52, Visitors' Passes	Principal, Asst. Principal, All staff	August - May	Staff placement as verified by principal, Log of individual students
Student Council will coordinate activities to promote a safe and drug free school environment	\$250	Principal, AP, Student Council sponsor and members	August - May	Calendar, Decrease in school violence and referrals

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Continue random drug testing program	Budgeting Money	Principal, Asst. Principal, Athletic Directors, UIL Director, All club/organization sponsors, School Nurse	August-May	Drug Test Results
Take part in national Red Ribbon Week activities	Commercial materials	Club and organization members and sponsors	October	Students will take pride in being drug free
Promote activities to support Red Ribbon Week (Drug Free)	\$100—campus organizations	Principal, Asst. Principal, FCCLA, Youth Alive Sponsors	October	Teacher records, photos, purchase orders
Inform students of dangers of tobacco use.	\$100—Campus organizations	Principal, Asst. Principal, Organization Sponsors	November	Purchase orders, student pledges
Program on substance abuse consequences	Campus organizations	Principal, Counselor, Organization Sponsors, Central Office Personnel	August-May	Student attendance, Lesson plans
Random Search—Drugs and/or drug paraphernalia and weapons	Drug Dog	Asst. Principal	Random—No Announcement	Report filed regarding findings

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Continue to enforce district policy that discourages drug and alcohol abuse by UIL participants and other student leaders	Constitution and by-laws of organizations, Student Handbook, and board policy book	Sponsors, Asst. principal, Principal	On-going	Positive example will be set; reduced number of drug and alcohol-related referrals
Encourage involvement in co-curricular and extra-curricular activities	Clubs and organizations	Staff	On-going	Positive example set; less idle time; increased self-esteem
Continue programs that recognize student achievement	Lions Club and other community organizations, Scholarship Awards Program	Principal and campus staff	August-May	Purchase orders, staff records
Continue computer grade book program	Local funds	Principal, AP C & I Teachers	August-May	Computer print-outs
Awards Assembly	Academic Recognition, certificates-\$350	Principal, AP C & I, All Staff	August-May; Assembly in May	Purchase orders
Encourage display of student work	Posters, student work, teacher display cases, easels	Principal, staff	On-going	Purchase orders, staff records
Conduct safety briefings for staff	Posters, handouts, safety tests	Principal, Asst. Principal	August-May	Sign-in sheets

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Promote class discussions regarding safety in all lab and PE classes	Copier, Disaster Preparedness Plan	Principal, Science Dept. Chair, Athletic Coordinators, Ag Faculty	August-May	Teacher records
Encourage students to follow all rules in DISD High School Student Handbook	On-line Student Handbook, Hard copies of Student Handbook as needed	Principal, Asst. Principal, Staff	August-May	Signature forms
Discussion of do's and dont's in opening school assembly	Student-Parent Handbook	Principal, Asst. Principal	August, First week of school	Students will understand rule changes and be reviewed on general expectations
Discussion of do's and don't's of student behavior in small groups-classroom setting	Student Handbook, Classroom Rules	Asst. Principal, Teachers	End of first six weeks	Behavior acceptable for high school students
Class session on self-esteem, goal setting, and organizational skills	Commercial and teacher-made materials	Teachers, Counselor	End of first six weeks	Feeling of self-worth, which creates a more productive student
Reinforce appropriate behavior	Individual counseling; Parent-Teacher Conferences	Principal, Asst. Principal, All staff	On-going	Observe appropriate student behavior.

Campus Goal 7

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Emphasis will be placed on positive behavior during the school day and at extra-curricular activities	Student handbook; Teachers' classroom rules and procedures	All staff	On-going	Positive school atmosphere; students will be better citizens, discipline referrals will decrease for this type of behavior
Increase communication with local law enforcement agencies regarding prevention of violence. Coordinate an evacuation plan and other necessary plans in the case of an emergency situation.	Communication meetings between school officials and law enforcement agencies	Principal, Assistant Principals	On-going	Planned drills, such as long distance fire drills
The Criminal Justice class will coordinate activities to promote good citizenship, knowledge of the law, and prevention of violence.	Materials and curriculum provided by AACOG	Student Resource Officer, APC&I, Principal	August - May	Progress Reports and Reports Cards in three-week and six-week intervals

Campus Goal 7

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Require student organizations/clubs to participate in community-based service activities at middle school and high school	Sources of community-based services	Club Sponsors	August - May	Activity logs
Provide awareness of teen dating violence to students and parents through health classes, presentations, related videos, posters, hotlines, parent listserv, district website, and written communication.	Title IV-A (SDFS) Local Teen Dating Violence Toolkit, Listserv Devine News, FCCLA	Principal, Assistant Principals, Counselor, FCCLA Teacher	August-May	Documentation of communication and programs implemented
Encourage club sponsors to require student involvement in charitable community causes	Sources of community charitable causes	Club Sponsors	August - May	Activity logs

Goal 8 Research, Development, and Evaluation: Instruction and administration will be improved through the utilization of research-based best practices.

Campus Objective 8:1

Research will be utilized throughout instruction and management to improve student performance.

Measurement: Data will indicate that student achievement was impacted by the use of research regarding classroom instruction.

Documentation will indicate that instructional management and administration were enhanced by research.

Campus Goals: Enhance the effectiveness of classroom instruction through research.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Expand staff development to include attendance at Region 20 workshops professional meetings, conventions, etc.	Funds for subs, travel, workshop expenses	Principal, Assistant Principals, Asst. Superintendent	August - May	Verification of attendance through reimbursement, sign-in sheets, and/or certificates
Encourage teachers to attend workshops pertaining to special populations (G/T, AP, Special Ed., ESL, etc.) and visit schools with exceptional programs	\$3,000 for substitutes, Travel Money	Principal, Assistant Principals, Special Ed Director	August - May	Certificates or documentation
Continue vertical and horizontal team meetings, including implementation of core area programs	Informal and formal departmental meetings across grade levels, common planning meetings	Principal, AP C&I, Asst. Supt., Core area teachers	August - May	Sign-in sheets, curriculum maps

Goal 9 Technology: Technology will be implemented and used to increase efficiency of student learning, instructional management, staff development, and administration.

Campus Objective 9:1

Technology will be integrated throughout instruction to increase the competencies of students and faculty in the use of computer skills and the internet.

Measurement: Data will indicate that student achievement was impacted by the use of technology in classroom instruction.

Campus Goals: Enhance the effectiveness of classroom instruction through technology.

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Monitor upgrade cycle for computers issued to departments, administrators, and counselors	\$10,000 for hardware/software, licenses, training	Principal, Technology Director, Teachers	August - May	PO's and received items
Monitor upgrades of computers issued to students, faculty, administrators, and counselors	Computers, software, licenses, training—\$11,000	Principal, District Technology Director	August -May	Purchase orders as verified by principal
Schedule technology-related in-services	Region 20, Class software	Principal, District Technology Director	August - May	Purchase orders as verified by principal
Increase student access to research and communication resources available on the internet by providing a network to all academic areas	Devine ISD funds	Principal, District Technology Director, Librarian	August - May	Purchase orders as verified by principal

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Increase the opportunities for students to take technology-based courses	TEA, CATE Labs, Devine ISD funds, Additional teaching units	Principal, Technology Director, Counselor, AP C & I	August - May	Purchase orders as verified by principal, Course schedules
Increase student access to research and communications on the internet in the computer lab	Devine ISD Funds, Lab aide, Technician	Principal, Computer teachers	August - May	Employment contracts
Increase awareness of the Levels of Technology	LoTi resources, time allotted for training, walk-	Principal, AP C & I, AP	Aug-May	Walk through data shows use of technology and a higher level of technology integration for instruction

Goal 10 Finance: Funding and budgetary allocations will be efficient in meeting students’ educational needs. Campus Objective 10:1
Focus budgetary allocations on instruction.

Measurement: Instructional funds should increase in proportion to district-wide ADA.

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

STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Require staff to practice good conservation practices	Memos Training for behavior-based conservation program	Principal, Asst. Principal	August - May	Decrease in utility bills
Require staff to practice safety procedures as identified by the assistant principal to include supervision	Staff meeting	Principal, Asst. Principal	August - May	Decrease accidents as verified by the assistant principal
Budget allocations reflect the needs of G/T, Special Education population	Budget—as per superintendent and business manager	Principal, SBDM	August - May	Budget on file to show expenditures for all student populations

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.

Students Eligibility

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

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;,
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

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

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

District SCE Policies and Procedures

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

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does 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, 2009-2010

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

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
In School Math & Science (TAKS Intervention) Students receive additional academic instruction to achieve mastery of TAKS objectives.	4 certified teachers (0.13 FTEs) 2 certified teachers at (0.26 FTEs) (\$53,800)	Principal Certified teachers	August 2009- June 2010	Practice TAKS tests Grade cards Benchmarks	Passing TAKS
AFTER & SATURDAY SCHOOL TUTORIALS- Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives.	Certified teacher, SCE Funds Title XIV SFSF (\$5,000) Supplies	Principal	August 2009- May 2010-	Teacher tests Grade cards	Passing final grade in all core subjects
STAFF DEVELOPMENT –Provide at risk staff development for extended year teachers.	SCE (\$250)	Principal Dir Spec. Prog/ Personnel	June 2010	Sign in sheets	Observation of at risk strategies used during summer school.
SUMMER SCHOOL Certified teachers provide instruction to students who have failed a core subject during the regular school term allowing them to obtain course credit and maintain class-level standing.	Certified teachers; (3.0 FTEs) (\$10,000)	Principal	June 2010	Teacher tests and periodic reports	Obtain credit
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/ HS funds \$115,000)	Bigfoot AEP Coop	August 2009- June 2010	Teacher tests Grade cards	Passing grades Stay in school

JJAEP -Participate in Atascosa JJAEP as an alternative to expulsion.	SCE (\$5,000)	Superintendent MS/HS Principals Asst. Principals	Sept. 2009- June 2010	First semester record of student attendance	Yearly record of student attendance
Provide PGP (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS re-testers.	SCE Local (1.0 FTE) (\$2,000)	Principal Asst. Principal Counselor AP for C & I	August 2009- June 2010	Grade cards	Pass TAKS

Devine High School

Additional Services available to support At-Risk Students (not funded by SCE)

HOMEBOUND SERVICES - Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers Title XIV SFSF (\$2,500)	Principal	August 2009- May 2010	Teacher tests Grade cards	Passing all core subjects
TAKS MATERIALS-Core curricula is augmented by teachers using TAKS materials to help students achieve success on TAKS objectives.	Instructional supplies; Title XIV SFSF (\$1,400)	Principal	August 2009- May 2010	Teacher tests Grade cards	Passing applicable component of TAKS
PLATO Lab – Provide student support and remediation for core subject areas and TAKS with PLATO software	Local	Principal	August 2009- June 2010	Pre/Post Test	Passing TAKS and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk	August 2009- June 2010	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

Needs Assessment of Campus Goals

- Goal 1 Parent Responsibility:** *Continue to have site-based meetings and ensure that parents/community members are available for same.*
- Goal 2 Student Learning:** *Close achievement gaps that exist, and increase the number of special education students who are successful on state assessments*
- Goal 3 Drop-Out Prevention:** *Continue to explore opportunities to recover students who have not been successful on TAKS.*
- Goal 4 Curriculum and Program:** *Monitor the implementation of CSCOPE and ensure it is utilized with fidelity.*
- Goal 5 Personnel:** *Attend job fairs and recruit more aggressively for active openings. Ensure that all teachers hired are a good fit for the campus and have a student-centered philosophy regarding teaching and learning.*
- Goal 6 Student Performance:** *Increase emphasis on college readiness, PSAT, SAT and ACT tests, with tutorials and study halls. Increase instructional rigor, higher order thinking skills, and the use of high-yield instructional strategies to help more students attain college readiness and commended status.*
- Goal 7 Organization and Management:** *Continue to establish systemic changes in daily operations, all of which are to increase student success in all areas of achievement.*
- Goal 8 Research, Development, and Evaluation:** *Implement the Professional Learning Communities model of professional development and collaboration. Utilize best practices from “What Works in Classroom Instruction,” “Effective Schools Correlates” and other initiatives.*
- Goal 9 Technology:** *Introduce the Levels of Technology Integration concept in order to attain higher order thinking levels throughout instruction.*
- Goal 10 Finance:** *Continue to emphasize to staff the concept of “budgetary justice” in order to obtain results in areas of most need.*

DISTRICT NAME: DEVINE
 CAMPUS NAME: DEVINE H S
 CAMPUS NUMBER: 163901001
 Campus Rating: Academically Acceptable
 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability 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	2009				2008				Required Improvement			2009 TPM			Status by Measure				
	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?	Number Met Std w/TPM	Number Taking	Pct Met w/TPM	STD	RI	TPM	EXCP	***
Reading/ELA (70%/75%/90%)																			
X All Students	331	349	95%	100%	340	357	95%		0			343	349	98%	EX	-	-	-	EX
African Amer	+	+	+	+	+	+	+					+	+	+	-	-	-	-	-
X Hispanic	170	182	93%	52%	173	182	95%		-2			179	182	98%	EX	-	-	-	EX
X White	156	162	96%	46%	162	170	95%		1			159	162	98%	EX	-	-	-	EX
X Econ Disadv	+	+	92%	38%	128	141	91%		1			+	+	98%	EX	-	-	-	EX
Writing (70%/75%/90%)																			
All Students	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
African Amer	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
Hispanic	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
White	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
Econ Disadv	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
Social Studies (70%/75%/90%)																			
X All Students	226	240	94%	100%	226	242	93%		1			233	240	97%	EX	-	-	-	EX
African Amer	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
X Hispanic	119	130	92%	54%	103	115	90%		2			123	130	95%	EX	-	-	-	EX
X White	+	+	97%	45%	121	125	97%		0			+	+	> 99%	EX	-	-	-	EX
X Econ Disadv	83	94	88%	39%	83	90	92%		-4			89	94	95%	RE	RE	EX	-	EX
Mathematics (55%/75%/90%)																			
X All Students	236	350	67%	100%	256	359	71%	Yes	-4	**	No	281	350	80%	AA	AA	RE	-	RE
African Amer	+	+	+	+	+	+	+	Yes	+			+	+	+	-	-	-	-	-
X Hispanic	108	183	59%	52%	120	183	66%	Yes	-7	**	No	136	183	74%	AA	-	-	-	AA
X White	124	162	77%	46%	132	171	77%	Yes	0			140	162	86%	RE	-	-	-	RE
X Econ Disadv	78	132	59%	38%	91	141	65%	Yes	-6	**	No	98	132	74%	AA	-	-	-	AA
Science (50%/75%/90%)																			
X All Students	185	236	78%	100%	191	240	80%		-2			203	236	86%	RE	-	-	-	RE
African Amer	+	+	+	+	+	+	+		+			+	+	+	-	-	-	-	-
X Hispanic	92	127	72%	54%	78	113	69%	Yes	3		3	105	127	83%	AA	RE	-	-	RE
X White	90	106	85%	45%	112	125	90%	Yes	-5			95	106	90%	RE	RE	EX	-	EX
X Econ Disadv	65	91	71%	39%	63	88	72%	Yes	-1		2	76	91	84%	AA	AA	RE	-	RE

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
 *** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Mers Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Mers(s) Used in 2008?	Exceptions Applied
16	4	2	No	N/A	No

TEXAS EDUCATION AGENCY
 2009 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE
 CAMPUS NAME: DEVINE E S Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 163901001 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'I'.
 Accountability standards are shown in parentheses.
 Special formats ('+', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	----- Class of 2008 -----				--- Class of 2007 ---				Required Improvement -----			
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
I All Students	130	12	145	89.7%	100%	117	133	88.0%		1.7		
African Amer	0	0	0	-	0%	+	3	+				
I Hispanic	61	10	72	84.7%	50%	46	56	82.1%	Yes	2.6	1.5	Yes
White	68	2	72	94.4%	50%	67	73	91.8%		2.6		
I Econ Disadv	52	6	60	86.7%	41%	36	43	83.7%		3.0		

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

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

	----- 2007-08 -----				----- 2006-07 -----				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	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

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