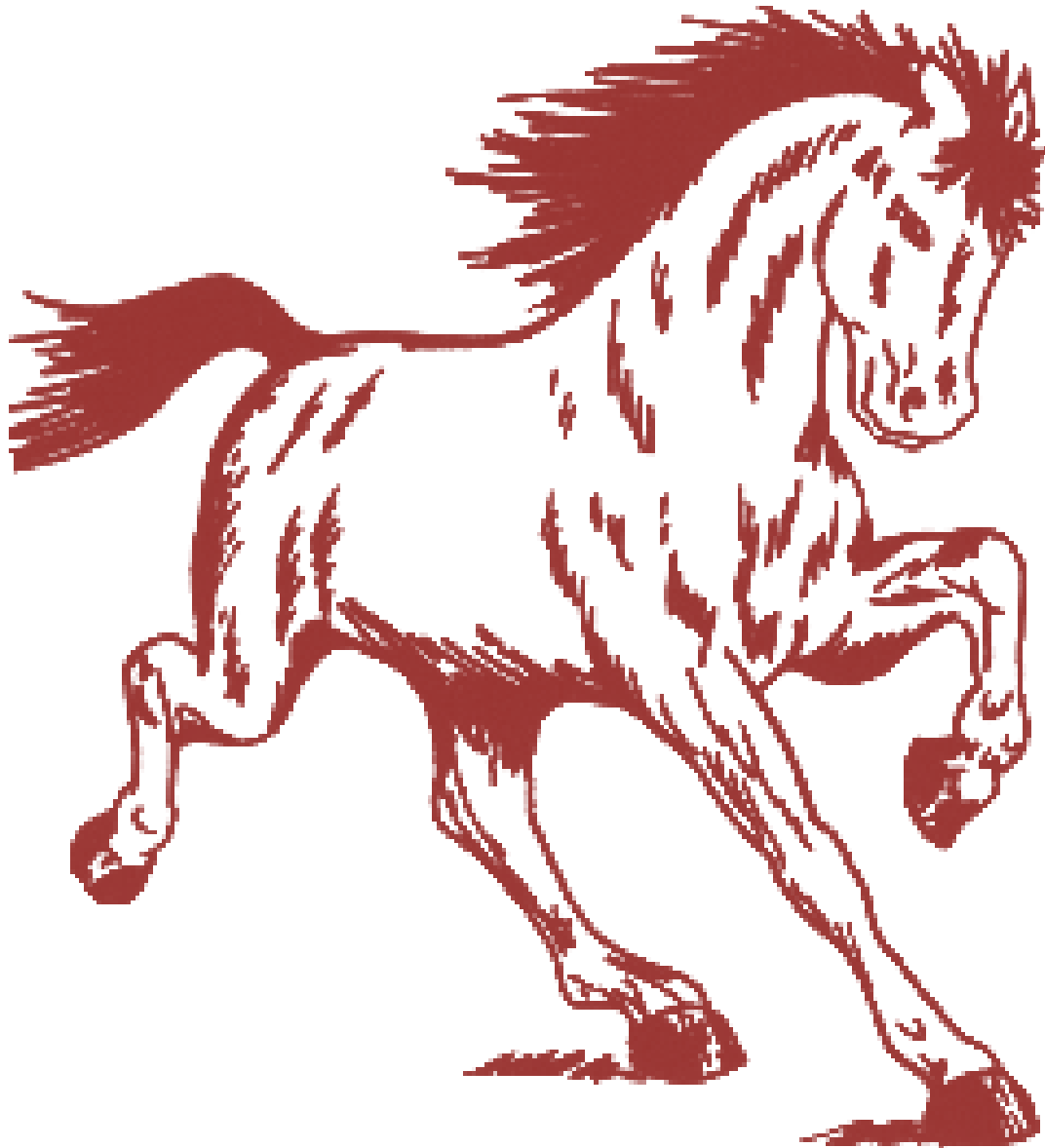


# Devine Middle School Campus Improvement Plan



2009-2010

Lori L. Marek, Principal  
Rhonnie Lester, Assistant Principal

Dawn Schneider, Counselor

## 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  
\_\_\_\_\_, 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  
**Dawn Schneider**, Counselor

# **CAMPUS COMMITTEE MEMBERSHIP**

## **SITE-BASED DECISION-MAKING COMMITTEE (SBDM) MEMBERS**

**Lori L. Marek**, Administrator/Chairperson  
**Shari Dishman**, Teacher  
**Greg Geries**, 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  
**John Rotramel**, Teacher Representative  
**Mandy Cross**, Teacher Representative  
**Nancy Saathoff**, Parent Representative

## **504 COMMITTEE**

**Administrator:** Lori L. Marek, Rhonnie Lester  
**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, Jennifer Toalson, Lenny Cortes  
**Teacher Representatives:** *students' regular education teacher(s) as assigned*  
**Director/Consultant:** Rick Rodriguez

## **ATTENDANCE COMMITTEE**

**Administrator:** Lori L. Marek, Rhonnie Lester  
**Teachers:** Traci Blackman, Mandy Cross, Kandi Darnell, Clay Marek  
**Attendance Clerk:** Maryjane Rosales

## **RESPONSE TO INTERVENTION COMMITTEE**

**Administrator:** Lori L. Marek, Rhonnie Lester

**Counselor:** Dawn Schneider

**Teachers:** Nancy Haass, Debbie Stiefer, Bill Lorraine, Heath Poppe

## **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, Jennifer Toalson, 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 Geries, Clay Marek

## **GIFTED/TALENTED COMMITTEE**

**Administrator:** Lori L. Marek

**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

**Counselor:** Dawn Schneider

**ESL Teachers:** Christian Guerra, Kandi Darnell, Martha Wall, Roxanne Freas

**Parent:** \_\_\_\_\_

**Consultant/Director:** Glenda Allen

## **STUDENT PROMOTION & RETENTION/AT-RISK COMMITTEE**

**Administrator:** Lori L. Marek, Rhonnie Lester

**Counselor:** Dawn Schneider

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

## **CURRICULUM COMMITTEE**

**Administrator:** Lori L. Marek

**Counselor:** Dawn Schneider

**Curriculum Coordinators:**

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

Math – Nancy Haass, Terrie Barron

Science – Bill Lorraine

Social Studies – Heath Poppe

## **CAMPUS COORDINATORS & OTHER CAMPUS LEADERSHIP POSITIONS**

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

**Accelerated Reading Coordinator:** Traci Blackman

**Dyslexia Testing and Instruction Coordinator:** Debbie Stiefer; Teaching Asst. Abigail Garza

**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  
Christian Guerra  
Nancy Haass  
Kelly Hurst  
Eddie Johnston

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Shana Beaty  
Lenny Cortes  
Leah Lozada  
Tom Settles  
Michael Smellie

-----

Shy Hershberger  
Frances Lawson  
Louis Travis

## Team 7

**B.K. Bates, Team Leader**

Terrie Barron  
Greg Geris  
Christie Kendrick  
Tobey Tomblin

-----

Traci Blackman  
Mandy Cross  
Kandi Darnell  
Mark Mangold  
Jennifer Toalson

-----

Shelly Polasek  
Karen Dishman  
Linda Evans

## Team 8

**Martha Wall, Team Leader**

Shari Dishman  
Bill Lorraine  
Heath Poppe  
Debbie Stiefer  
Tanya Tilley

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Brent Blackman  
Roxanne Freas  
Rene Muniz  
Barbara Nelson  
John Rotramel

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Donna Brite  
Abigail Garza

# 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, five major goals reflected in this year’s Campus Improvement Plan are 1) the continuation of a Campus TAKS Plan, 2) the continuation of the “Curriculum on the Wall” project in all core subject areas, correlated to electives classes as well, 3) the implementation of CSCOPE in all math and science classes, 4) continuation of PRIDE classes with special school day intervention groups for at-risk students (RTI), and 5) use of Study Island in tiered interventions as well as providing students access to online learning two days per week after school.

## 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)		<u>2009 TAKS Scores</u> (scored at Panel Recommendation)	
Reading	88	Reading	96	Reading	93 (-3)
Math	71	Math	78	Math	79 (+1)
Writing	94	Writing	98	Writing	98 (=)
Social Studies	88	Social Studies	89	Social Studies	90 (+1)
Science (scored at 1 SEM below)	71	Science	67	Science	70 (+3)

# ASSESSMENT DATA

## SCHOOL REPORT CARD

District Name: *Devine Independent School District*  
 Campus Name: *Devine Middle School*  
 Campus Number: *163 901 041*  
 Accountability Rating for 2009-2010 School Year: *Academically Acceptable*

## ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) REPORT

July 2009

TEXAS EDUCATION AGENCY  
 2009 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.  
 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%)																			
All Students	355	382	93%	100%	344	360	96%		-3			375	382	98%	EX	-	-	-	EX
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Hispanic	193	217	89%	57%	182	192	95%		-6			210	217	97%	RE	RE	EX	-	EX
White	*	*	98%	42%	158	164	96%		2			*	*	> 99%	EX	-	-	-	EX
Econ Disadv	185	203	91%	53%	159	172	92%		-1			198	203	98%	EX	-	-	-	EX
Writing (70%/75%/90%)																			
All Students	133	136	98%	100%	118	121	98%		0			133	136	98%	EX	-	-	-	EX
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Hispanic	83	86	97%	63%	*	*	98%		-1			83	86	97%	EX	-	-	-	EX
White	*	*	> 99%	*	*	*	97%		*			*	*	> 99%	EX	-	-	-	EX
Econ Disadv	*	*	99%	*	*	*	97%		2			*	*	99%	EX	-	-	-	EX

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	***	
<b>Social Studies (70%/75%/90%)</b>																				
All Students	122	136	90%	100%	102	115	89%		1			133	136	98%	EX	-	-	-	EX	
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	
Hispanic	*	*	87%	51%	45	57	79%		8			*	*	97%	RE	RE	EX	-	EX	
White	*	*	94%	48%	*	*	98%		-4			*	*	> 99%	EX	-	-	-	EX	
Econ Disadv	65	75	87%	55%	31	41	76%		11			72	75	96%	RE	RE	EX	-	EX	
<b>Mathematics (55%/75%/90%)</b>																				
All Students	299	380	79%	100%	284	362	78%		1			330	380	87%	RE	-	-	-	RE	
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	
Hispanic	153	216	71%	57%	134	193	69%	Yes	2	3	No	179	216	83%	AA	AA	RE	-	RE	
White	142	160	89%	42%	147	165	89%		0			147	160	92%	RE	RE	EX	-	EX	
Econ Disadv	141	201	70%	53%	122	175	70%	Yes	0	3	No	168	201	84%	AA	AA	RE	-	RE	
<b>Science (50%/75%/90%)</b>																				
All Students	95	136	70%	100%	76	114	67%	Yes	3	4	No	95	136	70%	AA	-	-	-	AA	
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	
Hispanic	40	69	58%	51%	27	57	47%	Yes	11	**	No	40	69	58%	AA	-	-	-	AA	
White	55	66	83%	49%	48	55	87%		-4			55	66	83%	RE	-	-	-	RE	
Econ Disadv	43	74	58%	54%	22	41	54%	Yes	4	**	No	43	74	58%	AA	-	-	-	AA	

\*\* 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 Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
20	4	3	No	N/A	No

July 2009

TEXAS EDUCATION AGENCY  
2009 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

PAGE 2

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.  
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?
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%)

	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	1	297	0.3%	100%	0	297	0.0%	0.3			
African Amer	*	2	*	1%	*	2	*	*			
Hispanic	1	148	0.7%	50%	0	156	0.0%	0.7			
White	0	145	0.0%	49%	0	136	0.0%	0.0			
Econ Disadv	1	143	0.7%	48%	0	152	0.0%	0.7			

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

# **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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>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</b>					
1	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; UnitedStreaming TAKS-related workbooks and software; Time for planning, Study Island	Principal L. Marek; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – July  Benchmark 1 – November Benchmark 2 – March	CIP List of Curriculum Coordinators; DMS TAKS Improvement Plan; PRIDE Class Assignment Files; Tier Documentation
2	Administer campus-wide Fall/Spring assessment tests for all students in their TAKS tested areas	Released TAKS tests; answer documents; pencils	Principal L. Marek; Coun. D. Schneider	Benchmark 1 –November & January (7 <sup>th</sup> grd. writing only) Benchmark 2 – March	Tier Pride Schedule
3	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; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	Fall/Spring	Benchmark calendar
4	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; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	Fall/Spring	Minutes of TAKS Coordinator Meetings
5	Use benchmark testing results to form small tutorial groups which focus on weakest Tier performance objectives	Plato TAKS test results; Benchmark test results; AEIS-It! data; Time to assess data and plan; Study Island	Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – May	PRIDE class lists; Titorial group list; Tutorial Attendance logs; Tier
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>Curriculum Coordinators::</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	September – March	Purchase orders

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
7	Provide teachers direction and instructional materials for administering a daily warm-up activity in a TAKS-tested area	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – June	Lesson plans
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	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – June	Teachers' test files
9	Provide daily TAKS practice in areas of identified weakness in PRIDE classes for Tiered students as part of RTI	Budget for Materials and Supplies	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – June	Tier teacher documentation
10	Tutor and/or mentor low performers and at-risk students during the Pride period.	Time in bell schedule	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – June	TAKS tutor logs
11	Train reading teachers in Texas Middle School Fluency Assessment strategies and administer tests to all identified at-risk readers in grade 7.	substitutes; testing supplies; time allotted for testing	Principal L. Marek; 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
13	Meet Federal standard for curriculum alignment and assessment through TEKS & ELPS Alignment of Campus Curriculum.	Principal, Curriculum coordinators	Title XIV SFSF funds	August 2009- June 2010 SW Component 2,4,9	CScope Instructional Focus Doc. (IFD) Vertical Alignment documentation Year-At –A-Glance ITBS, TAKS

**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**

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
14	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; C. Scope	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	Fall/Spring	Curriculum maps
15	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	Coun. D. Schneider; G/T teachers	August – June	Class rosters; Lesson plans
16	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; G/T teachers; Dir. of Transportation M. Aaron	August – June	Campus activity calendar; Purchase orders, Travel requests
17	Integrate core subject area TEKS and TAKS objectives into electives curriculum maps	Time for planning and integration	Principal L. Marek; Electives teachers	August – June	Curriculum maps; Lesson plans
18	Provide curriculum mapping training to all teachers	Time for training; Region 20 or other trainer; substitutes	Asst. Supt. B. McAdams; Principal L. Marek;	August – June	Staff development training certificates; P.O. proof of trainer payment; Absence from Duty rosters
19	Develop curriculum consistency in core subject areas across the grade levels through vertical teaming	Time for training; Region 20 or other trainer; substitutes; C. Scope	Asst. Supt. B. McAdams; Principal L. Marek; 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
20	Verify TEKS are aligned properly and are being covered at the appropriate grade levels, 6 <sup>th</sup> -7 <sup>th</sup> -8 <sup>th</sup>	Time for verification	Asst. Supt. B. McAdams; Principal L. Marek; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, B.K. Bates, K. Darnell, H. Poppe, D. Stiefer, T. Barron	August – June	Lesson plans; Curriculum maps
21	Accelerate instruction in grades 7 and 8 for students with advanced math skills to receive Pre-algebra as 7 <sup>th</sup> graders and Algebra I as 8 <sup>th</sup> graders for high school credit	Textbooks and ancillary materials; C. Scope	Principal L. Marek; Coun. D. Schneider; Math Dept. Chair N. Haass	August – June	Class rosters; Curriculum maps, Lesson plans; Report cards
22	Instruct students in personal finance education and “real-world” math applications in all math classes	Textbooks and ancillary materials	Math Dept. Chair N. Haass; Math teachers including spec. ed. and TAKS	August – June	Lesson plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
23	Improve students' reading skills through utilization of the Accelerated Reading program	STAR test software; Library materials budget	A.R. Coordinator T. Blackman; Reading teachers including spec. ed. and TAKS	August – June	STAR test reports; Library circulation records; Report cards
24	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. T. blackman; Reading teachers including spec. ed. and TAKS	August, December & June	STAR test reports; Lesson plans
25	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
<b>OBJECTIVE 3: IMPROVE CAMPUS ATTENDANCE RATES AND REDUCE DROP-OUT RATES THROUGH IMPLEMENTATION OF THE DISD EXEMPLARY ATTENDANCE PLAN (ADOPTED APRIL 2006)</b>					
26	Check for teachers' accurate input of attendance data each class period	Gradebook	AP R. Lester; Attend. Clerk M. Rosales	Daily, August – June	Gradespeed daily attendance reports; Teachers' attendance correction notifications
27	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.	DISD Exemplary Attendance Plan	AP R. Lester; Attend. Clerk M. rosales; Nurse L. Lopez; Instructional Asst. A. Garza; Team members	Daily, August – June	Attendance clerk call logs
28	Make home visits as necessary to ensure valid reason for absence and check proof of residency	SRO, Transportation budget	AP R. Lester; SRO J. Pedroza; Nurse L. Lopez	August – June	SRO daily activity logs; Attendance clerk records
29	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 M. Rosales	Fridays, weekly August – June	RSCCC Excessive Absence reports
30	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 J. Pedroza; Attend. Clerk M. Rosales	August – June	RSCCC Excessive Absence reports; Copies of warning letters sent; Copies of charges filed

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
31	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
<b>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</b>					
32	Provide 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	Principal L. Marek; PRIDE teachers	August – June	Lesson plans
33	Supply each student with a Daily Planner/Agenda training aide to organize and manage school assignments and extracurricular activities	Student Agenda Notebook Budget \$2000; Gradebook	Principal L. Marek; AP R. Lester; Teachers	August – June	P.O. for Agenda order; Gradebook records for Agenda checks
34	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
35	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; Dept. chairs; Teachers	August – June	Individual teacher tutorial logs; Teacher time-sheets; Gradespeed failure reports each 3 wks.
36	Provide Flex-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; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	June – July	Summer school class attendance rosters; Summer school report cards
37	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; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	May - June	Summer school tutorial group attendance rosters; Teacher time-sheets; Summer TAKS or benchmark test results
38	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; Study Island; Rosetta Stone; Academy of Reading	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Instructional Aide F. Lawson	May - June	Lesson plans; Computer lab logs

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
39	Implement and staff a "Learning Lab" for dyslexic and ESL students in need of receiving additional instruction and remediation	Rosetta Stone software; Academy of Reading software; Compensatory Ed.; Instructional aide to staff the Learning Lab	Principal L. Marek; Coun. D. Schneider; Learning Lab Instructional Aide a. Garza	August – September	Master schedule; Purchase orders; Technology work orders; Maintenance work orders
40	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;	Dir. of Special Programs G. Allen; Coun. D. Schneider; Dyslexia support teacher D. Stiefer; Instructional aide A. Garza	August – June	Class rosters; Lesson plans; Report cards; TAKS test results; STAR test results
41	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> : C. Guerra, grd. 6; K. Darnell, grd. 7; M. Wall, grd. 8; R. Freas; Instructional aides: F. Lawson and A. Garza	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. A. Garza	September – June	Intervention Logs
44	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	August – June	Master schedule; teacher rosters
45	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
<b>OBJECTIVE 5: COMMUNICATE TAKS PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS</b>					
46	Each student and his/her parent/s will receive a Student-Parent Handbook with the school policies included	Publishing costs	Principal L. Marek; Other staff as needed	June – June August	Handbooks
47	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
48	Hold a public/parent information meeting for 8 <sup>th</sup> 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
49	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; 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
<b>OBJECTIVE 6: INCREASE NUMBER OF MAINSTREAMED SPECIAL EDUCATION STUDENTS AND PROVIDE INCLUSION/CO-TEACHING OPPORTUNITIES IN CORE SUBJECT AREAS</b>					
50	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>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</b>					
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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
2	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 J. Pedroza	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
4	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/intercom system	Printing paper and supplies	Dir. of Special Programs G. Allen; Principal L. Marek; AP R. Lester; SRO J. Pedroza; Appointed teachers and staff	August - June	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills
5	Continue implementation of fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district. Review Power Point emergency operation procedures	Route Maps, procedural card; Emergency Procedure Reference Guide	Principal L. Marek; AP R. Lester	Monthly, August – June	Fire Drill Log sheet
6	Verify and Enforce Student Immunizations Requirements	Local Budget	Nurse L. Lopez	August – June	Health Records
7	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 Club Sponsors/Coaches	August – May	Health Records
8	Provide yearly updates as well as initial training in CPR , AED machine, Epi-pen and Glucagon use for all necessary staff (coaches, band directors, UIL, health staff, etc...).	Nurse Trainer; time; substitutes; classroom space	Nurse A. Gonzales; N. Taylor	Fall/Spring 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
<b>OBJECTIVE 2: INFORM STUDENTS AND PARENTS OF THE <u>CAMPUS CODE OF CONDUCT</u> AND <u>CONSEQUENCES</u> FOR VIOLATING THE CODE</b>					
11	First week expectations	Student – Parent Handbook; printed quizzes/Rubric	Principal L. Marek; AP R. Lester; Pride teachers	Opening weeks of school	School calendar

#	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 <sup>th</sup> grade separately; 7 <sup>th</sup> , 8 <sup>th</sup> grades together	Student – Parent Handbook; Facilities for meeting; scheduled time	Principal L. Marek; Coun. D. Schneider	August 2009; May 2010	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	August – June	Documentation Log Conduct Referral records; thumbsup/thumbsdown; Parent conference/contact form; Progress reports; Six-Week Report Card; Low level pre-referral documentation
<b>OBJECTIVE 3: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES</b>					
14	Coordinate and continue Campus Service Project ie: Going Green , Recycling	Recycle bins	Principal L. Marek; AP R. Lester; J. Rotramel; K. Dishman and Life Skills Class	August – June	Pick-up day
15	Maintain Going Green Projects	Student organizational funds and upkeep; Tools required; Time for maintenance, Recycle bins	Principal L. Marek; AP R. Lester; J. Rotramel; K. Dishman and Life Skills Class	August – June	Instructor log
<b>OBJECTIVE 4: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS</b>					
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
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 D. Cardenas; DISD maintenance staff	August – June	Work order tracking system
18	Conduct frequent walk thru 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 fire alarm control system	Simplex Company	AP R. Lester; B. Lockhart	Bi-annual inspections	Simplex system report
20	Conduct regular campus drills to ensure preparedness for and understanding of fire, bomb, natural disaster, and lockdown procedures, reverse & regular; bus evacuation	Time within school day;	AP R. Lester	August – June	Campus Activity Calendar

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
21	Inform/education staff of and implement the Emergency Procedures and Reference Guide	Audiovisual equipment; report/ hand-out printing costs; time allotted during staff development	Prin. L. Marek; Asst. Prin. R. Lester; Campus Resource Officer J. Pedroza	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 1: UTILIZE A VARIETY OF METHODS TO KEEP <u>PARENTS</u> AND/OR THE <u>COMMUNITY WELL-INFORMED</u> OF CAMPUS ACTIVITIES AND STUDENT LEARNING OUTCOMES</b>					
1	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	Notify parents of At Risk students of after school tutoring through Study Island	Facilities Printing/Mailing	Principal L. Marek; Coun. D Schneider	October – June	Registration forms
3	Continue to send home Fitness Gram Reports	Printing/ Mailing	S. Beaty; R. Muniz; B. Blackman	May	Fitness Gram results
4	Continue to provide opportunities for parents to meet, talk, and conference with teachers during Open House, Fall Conference Night, 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
5	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
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
7	Post announcements and important information on the electronic marquee	Maintenance costs	Principal L. Marek; Assistant Principal, R. Lester; Office Personnel	August - June	Sign
8	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>
9	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, M. Rosales	August – May	Progress reports; Report cards
10	Send benchmark and TAKS testing results/reports to parents in a timely manner after tests have been scored	Publishing, mailing expenses	Principal L. Marek; Counselor D. Schneider; Grade Level Teams	After Benchmarks	TAKS Benchmarks results, letters
11	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
12	Provide students Accelerated Reader (AR) reports and STAR-test results	Publishing	Principal L. Marek; Counselor D. Schneider; Reading teachers	September - May	AR results
13	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
14	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
15	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
16	Produce monthly 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”

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
17	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
<b>OBJECTIVE 2: MAINTAIN EXISTING COMMUNITY/SCHOOL PARTNERSHIPS AND SEEK TO ESTABLISH NEW PARTNERSHIPS IN SUPPORT OF SUCCESSFUL SCHOOL PROGRAMS</b>					
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, T. Blackman	August – June	Student award qualification lists
19	Invite community members to enrichment activities	Volenteer forms	Principal L. Marek; Team Leaders C. Marek; B.K. Bates; M. Wall	May	Flex year calendar; master schedule
20	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
21	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
22	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
23	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
<b>OBJECTIVE 3: INVOLVE PARENTS AND COMMUNITY MEMBERS IN CAMPUS COMMITTEES AND PROVIDE OPPORTUNITIES FOR THEIR INPUT AND FEEDBACK ON SCHOOL PROGRAMS</b>					

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
24	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
25	Communicate and encourage parent participation in district and campus-based committees and volunteer programs, such as: <ul style="list-style-type: none"> <li>School Health Advisory Committee</li> <li>District Education Improvement Committee (DEIC)</li> <li>Site-based Decision-Making Committee (SBDM)</li> <li>Friends of DMS</li> <li>Job/Career Fair</li> <li>Health Fair</li> </ul>	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 2009	Returned forms and volunteer lists compiled
26	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 2010	Returned surveys; Survey report
27	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
28	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**

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
29	<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"> <li>• Mailing of care packages to troops</li> <li>• Collecting donations for the Hurricane Relief funds</li> <li>• Collecting monetary donations for the Red Cross</li> <li>• Participating in the St. Jude Math-a-thon</li> <li>• Collecting pennies to buy toys for needy children at Christmas</li> <li>• Mission Devine</li> <li>• Pennies for Patients – Leukemia Lymphoma Society</li> <li>• Local Food Bank Donations</li> <li>• Recruit parents/community to participate in South Texas Blood and Tissue Center Donations</li> <li>• Relay for Life</li> </ul>	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
30	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
31	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 1: <u>COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS</u></b>					
1	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	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; AP R. Lester; Coun. D. Schneider	Weekly, August – June	Marquee information
3	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; M. Rosales, B. Lockhart	Monthly, August – June	Copies of report card notes and team newsletters

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
4	Provide opportunities for parents to meet their students' teachers and/or have parent/teacher conference time through: <ul style="list-style-type: none"> <li>▪ "Meet the Teacher Night" in August</li> <li>▪ Fall Conference Night following the end of the first six weeks grading period</li> <li>▪ Department Presentations</li> <li>▪ Public Schools Week "Open House" in March</li> <li>▪ Team Conferences scheduled with parent</li> </ul>	School marquee; Devine News; Student schedules; Campus maps; Team member(s) to schedule conferences	All Staff	August – June	Sign-in sheets; Team conference logs
5	Provide orientation for parents of 5 <sup>th</sup> graders about transition to 6 <sup>th</sup> 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 <sup>th</sup> grade team teachers	April - May	Sign-in sheets; Campus activity calendar
6	Promote parent attendance and involvement in Public Schools Week by: <ul style="list-style-type: none"> <li>▪ Inviting parents to visit their students' classes</li> <li>▪ Inviting parents to eat lunch with their students</li> <li>▪ Conducting student presentations and displays</li> </ul>	Individualized classroom activities; Marquee; report card announcements; principal's email	Principal L. Marek; Teachers	March	Sign-in sheets
7	Continue to increase positive school publicity by announcing: <ul style="list-style-type: none"> <li>▪ Honor roll</li> <li>▪ Perfect and Near-Perfect attendance</li> <li>▪ Students of the week</li> <li>▪ SBDM committee members and minutes of meetings</li> <li>▪ DEIC committee members and minutes of meetings</li> </ul>	Local media coverage, publishing costs of award cards	Principal L. Marek; Attend. Clerk M. Rosales; 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	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
9	Improve communication with parents regarding students' grades through: <ul style="list-style-type: none"> <li>▪ Providing time for parent/team conferences</li> <li>▪ Sending out progress reports for all students mid-way through each six weeks grading period</li> <li>▪ Sending out report cards for each student at the end of each six weeks grading period</li> <li>▪ Providing on-line access to gradebook monitor software for parents to check students' grades securely from a home computer</li> <li>▪ Phone calls and/or emails</li> </ul>	Publishing, mailing costs	Principal L. Marek; Assistant Principals, R. Lester, Coun. D. Schneider; Teaching staff, Office personnel	August - June	Progress Reports, Report Cards
10	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
<b>OBJECTIVE 2: <u>RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS</u></b>					
12	Provide incentives such as ice cream treats, pizza parties, and a Fiesta Texas fieldtrip for students who excel in the Accelerated Reading program	Campus budget and Activity Fund ; End of 6 weeks reward parties	Prin. Lori Marek, AP. R. Lester, AR Coord. T. Blackman, Team Leaders	September – June	Purchase orders

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
13	Hold an annual awards assembly, invite parents, and give certificates to recognize students for: <ul style="list-style-type: none"> <li>▪ Honor roll</li> <li>▪ Academic excellence in each subject area</li> <li>▪ Most outstanding and most improved performers</li> <li>▪ Perfect and near-perfect attendance</li> <li>▪ Golden Rule citizenship awards</li> <li>▪ Duke University Talent Search candidates</li> <li>▪ Presidential Academic Excellence awards</li> </ul>	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	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 \$1000	Administration	December – June	Campus Attendance Report
19	Hold prize drawings at the end of TAKS testing for perfect attendance during all TAKS testing dates	Campus budget and Activity Fund	Principal L. Marek; Principal's Secretary B. Lockhart; Atten. Clerk M. Rosales; Coun. D. Schneider	May	TAKS test results; prize P.O.'s

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
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; Campus Tech. Coords. M. Cross and F. Lawson	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, Awards \$500	Team leaders: M. Wall 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	Boards in hallways
23	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
24	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
25	Award certificates to 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade students with perfect attendance	Activity Fund and incentive budget \$1000	Principal L. Marek; Principal's Secretary B. Lockhart; Atten. Clerk M. Rosales	May Awards Assembly	Campus Attendance Report; Student Sign-in Sheets
26	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
<b>OBJECTIVE 3: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES</b>					
27	Offer a competitive salary and benefits package to attract qualified personnel	District benefit package	Principal L. Marek	August – June	Decreased percentage of teachers resigning

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
28	Promote recognition, appreciation, and moral-boosting activities for teachers and staff such as <ul style="list-style-type: none"> <li>▪ Monthly payday treats</li> <li>▪ Appreciation luncheons</li> <li>▪ Appreciation gifts</li> <li>▪ Small incentives for extra duties</li> <li>▪ Competitive trivia and miscellaneous other games for small prizes/"bragging rights"</li> </ul>	Food items, pens, buttons and treats \$300	Principal L. Marek Parent Volunteers Student Council TLC	August - June	Purchase orders, school calendar, "Thank You" letters
29	Provide at least one luncheon and one after-school-hours social event per semester to enhance staff morale	Food, drink supplies, teacher coke fund; luncheon donation fund	Principal L. Marek; AP R. Lester; Parent Volunteers; Teams	August – June	School Calendar "Thank You" letters
30	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
31	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
32	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
33	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
34	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
35	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 Personnel and Special Programs G. Allen	On - going	Certification

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>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</b>					
36	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
37	Conduct daily grade level team meetings for cross-curriculum integration.	TEKS	Team leaders Team teachers	August – June	Team daily activity logs
38	Continue academic teaming in 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grades to monitor and aid student performance.	Teams, team conference periods, \$2,025	Principal L. Marek, Team Leaders: M. Wall, B. Bates, C. Marek	August – June	Master Schedule Six weeks grades
39	Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Agenda	Principal L. Marek	August – June	Attendance rosters, Agendas
40	Conduct monthly department meetings	Timelines Curriculum guides	Department chairpersons	August – June	Copy of schedule, sign-in sheets, meeting minutes
41	Establish Tier II and Tier III planning period(s) and/or common meeting times for electives teachers to be able to meet, communicate, plan, and receive training.	Teaming time and/or PRIDE period	Principal L. Marek; Intervention teachers	August – June	Master schedule
<b>OBJECTIVE 5: PROVIDE PROGRAMS FOR STUDENTS WHICH ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF</b>					
42	Include advisory topics in PRIDE classes or other subject areas as applicable	Workbooks; Project Wisdom correlated materials	Coun. D. Schneider; AP R. Lester	August – June	Counselor/AP Calendar, Plans
43	Provide individual and group counseling as needed	Referrals	Coun. D. Schneider	August – June	Sign-in sheets
44	Continue to implement Project Wisdom Program	Project Wisdom Materials, adult and student volunteers	Principal L. Marek	August – June	Participants' list
45	Continue to offer Teen Leadership Class (TLC), a character education and leadership building class, as a 7 <sup>th</sup> grade elective	Student manuals \$1100; Classroom supplies for group projects	Principal L. Marek; Instructor L. Lozada	August – June	Student schedules; Gradebook
46	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
47	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. Beaty; DMS coaching staff; Director of Food Services P. Patterson	August – June	Lesson plans; purchase orders for materials
48	Provide coordinated health program that includes health services and safe school environment, counseling, staff wellness, parent and community involvement, physical ed., health education, and nutrition services.	Principal, Health/PE teachers, SHAC	Local	August 2009-June 2010	Lesson plans, SHAC minutes Fitnessgram reports
49	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
50	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
51	Hold Thumbs Up/Thumbs Down meetings with teams at least once per six weeks and recognize students with positive performance indicators	Team meeting time; printing of recognition certificates	AP R. Lester; Academic Team Members	August – June	Team meeting minutes; AP records

**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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 1: PROVIDE STAFF TRAINING FOR AND <u>CONSISTENT</u> IMPLEMENTATION OF <u>PROFESSIONAL POLICIES</u></b>					
1	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; Asst. Principal R. Lester	August, Prior to first day of school	Sign-in sheets
2	Provide in-service training on new/updated policies in district	Reproduction costs	Principal L. Marek; APs R. Lester; Counselor D. Schneider	Prior to beginning of school	Sign-in sheets
3	Provide mentors for first-year teachers	Stipend for mentors	Principal L. Marek; Mentor Teachers	August – June	Confirmation of meetings
4	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	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, Office staff, Central Office staff	August – May	Report from both novice and experienced teacher, data base
<b>OBJECTIVE 2: PROVIDE <u>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</u></b>					

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	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	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	Provide opportunities for first and second-year teachers to observe veteran teachers in their subject area	Substitutes	Dept. Heads: B. Lorraine, N. Haass, D. Stiefer, H. Poppe	Fall Semester	Observation Report
9	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
<b>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</b>					
10	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	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
<b>OBJECTIVE 4: PROVIDE STAFF DEVELOPMENT WHICH MEETS STATE REQUIREMENTS FOR TRAINING IN GIFTED AND TALENTED EDUCATION, TECHNOLOGY, CONFLICT RESOLUTION, AND DISCIPLINE STRATEGIES</b>					
12	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	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	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,; Counselor D. Schneider	August – June	Certificates
<b>OBJECTIVE 5: INVESTIGATE THE FEASIBILITY OF RECRUITING AREA COLLEGE EDUCATION MAJORS TO USE DMS AS THEIR FACILITY TO MEET STUDENT TEACHING/OBSERVATION REQUIREMENTS.</b>					
15	Seek opportunities to employee or attract student teachers or student observers	College education departments; phone calls, personal visits	Principal L. Marek, Coun. D. Schneider	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 1: PROVIDE STUDENTS OPPORTUNITIES TO <u>DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH CLASSES AND OUT OF SCHOOL USE</u></b>					
1	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	Continue to offer BCIS 1 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	Continue to implement a Technology Applications 1 & 2 program	Instructional materials, Personnel	Principal L. Marek; M. Cross and L. Lozada	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
<b>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</b>					
6	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
7	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	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	Continue use of Rosetta Stone software to support ESL students	Teacher training; Software updates	Principal L. Marek; ESL teachers; G. Garza; F. Lawson	August – June	Lesson Plans, Walk-throughs
10	Continue use of Plato or student instruction and use of Academy of Reading program for dyslexic students and those in need of reading intervention	Teacher training; Software updates	Principal L. Marek; Dyslexia Coord. D. Stiefer; Asst. G.. Garza; Tech. Dir. S. Pesato	August – June	Lesson plans, Software inventory, Training certificates
11	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	Begin to use The Learning Lab for Tier III students, RTI, Dyslexia and ESL support, utilizing Plato, Academy of Reading, Rosetta stone and Study Island	Budgeted monies to maintain and update	Principal L. Marek; M. Cross, Tech. Dir. S. Pesato, F. Lawson, SBDM	August – June	SBDM Meetings
13	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
14	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
15	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
16	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
17	Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	Instructional budget, \$550	Math teachers	August – June	Lesson plans, TAKS results
<b>OBJECTIVE 3: PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST</b>					
18	Administer Career Ability Placement Survey to all eighth-grade students	CAPS Ability Inventory	Counselor D. Schneider; Eighth-grade team	December – February	Survey results

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 4: INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS AND GRADUATION PLAN OPTIONS</b>					
19	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; Counselor D. Schneider; HS Counselor R. Cadena; N. Martin	February – March	Student information; Choice slips
20	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; 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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
<b>OBJECTIVE 1: TEACHERS WILL IMPLEMENT TECHNOLOGY IN CLASSROOM INSTRUCTION</b>					
1	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	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	Continue the integration of Rosetta Stone and Plato, STAR in classroom instruction and support, Study Island	Teacher training, Software; updates	Principal L. Marek; F. Lawson, A. Garza, Reading teachers	August – June	Lesson Plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
4	Teachers will use AEIS-IT for TAKS data desegregation to enhance student instruction	Teacher training, AEIS-IT updates	Principal L. Marek; Counselor D. Schneider; 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
<b>OBJECTIVE 2: TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADESPEED AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS</b>					
6	Implement the electronic Gradebook and attendance system from RSCCC/Region XX	Program updates; audiovisual equipment and hand-outs for training; directions posted to website	Principal L. Marek; Tech. Dir. S. Pesato; Counselor D. Schneider; Attendance Clerk M. Rosales	August – June	Electronic gradebooks; attendance verification sheets
7	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
8	Utilize online communication methods such as "Pony Express" (faculty mtg. by email); Outlook Express Calendar Scheduler; and Survey Monkey to communicate with or receive input from staff in a timely manner	Computers with online access; Microsoft Outlook installation	Principal L. Marek Asst. Prin. R. Lester Counselor D. Schneider; Curr. Coords.	August – July	Emails, faculty meeting minutes, survey results
<b>OBJECTIVE 3 TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS</b>					
9	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
10	Provide directions for teachers to post updated curriculum maps to the District website	Directions	Tech. Dir. S. Pesato; M. Cross, F. Lawson	By September	Posted Curriculum Maps; copy of directions
11	Utilize CSCAPE Curriculum for lesson planning	CSCAPE online access	Asst. Supt. B. McAdams; Principal L. Marek; Tech. Dir. S. Pesato	August – June	Lesson plans

# **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

#	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	Provide TAKS Resource Materials to all teachers	Study Island; TAKS Information Booklets and Released Tests Online; 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	Divide and label all existing and newly purchased TAKS resource materials so that separate materials are utilized in classroom warm-ups, lessons, and the various levels of interventions in RTI	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	Group/rank TAKS objectives and show percent passing per objective and provide to all department members	AEIS-it! software	Curriculum Coordinators	By beginning of school year, August	Data analysis graphs
4	Ability group students for intervention 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	Pride Period and Learning Lab rosters
5	Keep all staff members informed of Curriculum coordinator activities and campus-wide TAKS data	AEIS-it! software; presentation at department and faculty meetings; email	Curriculum Coordinators; Principal L. Marek; APCI; Coun. D. Schneider	Ongoing	Sign-in sheets; meeting agendas

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	<p>Set TAKS mastery level percentages for initial PRIDE Intervention and Learning Lab Classes as well as tutorial grouping:</p> <p><b>READING</b>                      Mastery: above 85%                      Support: 75-84%                      Bubble: 60-74%                      Re-teach: below 60%</p> <p><b>MATH</b>                      Mastery: above 85%                      Support: 70-84%                      Bubble: 50-69%                      Re-teach: below 50%</p>	AEIS-it! software; 2004-2009 TAKS data	Curriculum Coordinators	Beginning of school year, August	Data analysis graphs
7	<p>Set Fall benchmark test mastery level percentages for PRIDE intervention class and Learning Lab re-grouping as well as identification of tutorial groups as follows:                      Mastery: above 70%                      Support: 60-69%                      Bubble: 35-59%                      Re-teach: below 35%</p>	AEIS-it! software	Curriculum Coordinators	October—November	Data analysis graphs; class rosters; tutorial logs
8	<p>Set Spring benchmark test mastery level percentages for PRIDE intervention class and Learning Lab re-grouping and tutorials</p>	AEIS-it! software	Curriculum Coordinators	January—February	Data analysis graphs; class rosters; tutorial logs
9	Create a benchmark testing calendar	State testing calendar; school activity calendar	Curriculum Coordinators; Principal L. Marek; Coun. D. Schneider	By beginning of school year, August	Campus calendar
<b>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</b>					
10	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
11	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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
12	Create subject-area targeted objective timelines	AEIS-it! software; TAKS results	APCI Curriculum coordinators	By beginning of school year, August	Timelines
13	Share targeted objective timelines with departments for the purpose of curricular planning	Created timelines	Curriculum Coordinators	By beginning of school year, August	Timelines
14	Generate packets for daily instruction provided for PRIDE and Learning Lab Intervention classes.	TAKS materials; Study Island; Plato	Curriculum Coordinators	August to May	Completed packets; Lesson plans; Teachers' gradebooks
15	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
16	Offer computer lab access to online learning after school 1-2 days per week	Staff (1-2 aides) for supervision; 24-48 computers; Study Island access	Principal L. Marek; F. Lawson & S. Hershberger	Begin by 2 <sup>nd</sup> six weeks grading period and continue through May	"11 <sup>th</sup> period" rosters; computer lab sign-in logs
<b>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</b>					
17	Group special ed. students for PRIDE class interventions, according to TAKS-A/M/ALT status	Appropriate level TAKS materials	Coun. D. Schneider; Spec Ed. Teachers	Ongoing, according to Benchmark results and ARD Committee decisions regarding testing levels	Class rosters
18	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	Coun. D. Schneider; Spec. Ed. Teachers; Content Teachers	2 weeks after administering benchmark tests	Charted results
19	Set individual goals of performance on benchmark for special education students	AEIS-it! software; Past TAKS A/M/ALT results	Coun. D. Schneider; Spec. Ed. teachers	2-4 weeks before each benchmark	Benchmark results
<b>OBJECTIVE 5: COMMUNICATE WITH PARENTS TO INFORM THEM OF THEIR CHILD'S TAKS AND BENCHMARK PERFORMANCES AND NEED FOR ADDITIONAL INSTRUCTION/TUTORIALS</b>					

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
20	Send score reports to parents after each Benchmark	Benchmark scores, reports	Principal L. Marek; 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
21	Send notices to parents of students who need TAKS tutoring and/or invite to participate in the "Extended Day Learning Lab" after school	Benchmark scores TAKS scores Content area grades	Principal L. Marek; Coun. D. Schneider; Curriculum Coordinators	Ongoing, beginning 2 <sup>nd</sup> six weeks	Returned notices; Tutorial sign-in sheets
<b>OBJECTIVE 6: RECOGNIZE/REWARD STUDENTS FOR TAKS ACHIEVEMENT AND IMPROVED PERFORMANCE</b>					
22	Hold a recognition assembly for commended performers on the previous year's TAKS tests	AEIS-it! software; certificate paper; frames; laser printer ink; invitation printing and postage	Principal L. Marek; Coun. D. Schneider; A.P. R. Lester; Curriculum Coordinators	Prior to the end of the first six weeks	Sign-in sheets; purchase orders
23	Post student pictures and certificate of recognition for commended performers in the school's "Hall of Honor"	AEIS-it! software; certificate paper; frames; laser printer ink	Principal L. Marek; APCI; Coun. D. Schneider; A.P. R. Lester; Curriculum Coordinators	Prior to the end of the first six weeks	Hallway display; purchase orders
<b>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</b>					
24	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 twelve grades, the minimum number of test/major project grades taken will be <u>three</u> .	Gradespeed software	Principal L. Marek; APCI; Department Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks
25	Each student, regardless of current average, will receive a progress report midway through the grading period	Gradespeed software	Principal L. Marek; APCI; Dept. Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks
26	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; Department Chairpersons; Teachers	Ongoing	Lesson plans; teachers' gradebooks

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION

# USE OF OTHER RESOURCES

In addition to the regular instructional program, our 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 STUDENT COMPENSATORY EDUCATION 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 a 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.

<b>Objective:</b> To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>PRIDE (Purpose, Respect, Integrity, Discipline, Excellence) CLASS</b> Students receive assistance on TAKS test-taking skills.	Certified Teachers-28 SCE funds (.10 FTEs) (\$160,000)	Principal Asst. Principal of C&I	August 2009- June 2010	Teacher tests Grade cards	Pass all classes Pass TAKS
<b>AFTER &amp; SATURDAY SCHOOL TUTORIALS</b> 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
<b>STAFF DEVELOPMENT</b> 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.
<b>SUMMER SCHOOL</b> Students are provided instruction in order to maintain grade level equivalency and pass specific subject areas.	2 certified teachers (2 FTEs) (\$5,000)	Principal, Certified Teachers	June- July 2009 (2weeks)	Teacher tests Grade cards	Promotion

<b>Objective:</b> To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>DAEP</b> -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
<b>JJAEP</b> -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

**ADDITIONAL SERVICES AVAILABLE TO SUPPORT AT-RISK STUDENTS** (not funded by SCE)

<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>HOMEBOUND SERVICES</b> - 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
<b>TAKS MATERIALS-Core</b> curricula is augmented by teachers using TAKS materials to help students achieve TAKS objectives.	Instructional supplies; Title XIV SFSF (\$1,000)	Principal	August 2009- May 2010	Teacher tests Grade cards	Passing applicable component of TAKS
<b>PLATO Lab</b> – 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
<b>District SRO</b> will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2008-June 2009	9 weeks Attendance Reports SRO Reports	Annual Attendance Reports