

Devine High School Campus Improvement Plan



2010-2011

Devine High School
Campus Improvement Plan for 2010-2011

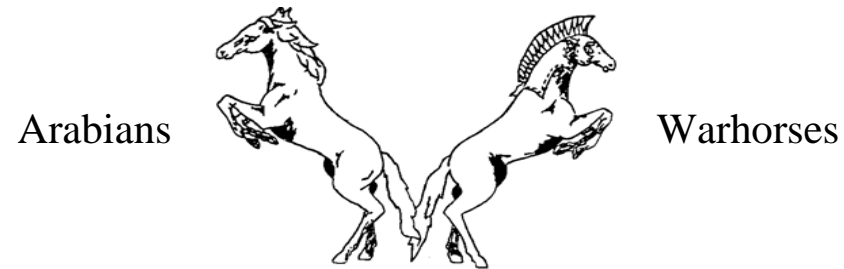
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MISSION STATEMENT

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

DEVINE HIGH SCHOOL



Devine High School
DEIC Committee Representatives
2010-2011

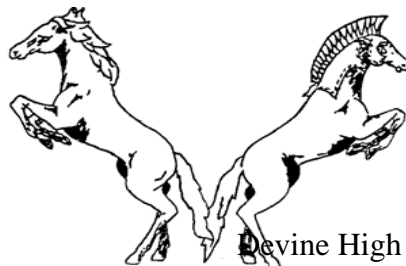
Non-Teaching Professional
Steve Anderson

Teaching Professionals
Rebecca Meek
Roseanne Lopez
Beverley Crain

Parent Representative
Nancy Briscoe

DEVINE HIGH SCHOOL

Arabians



Warhorses

2010-2011 Site-Based Committee

Jacklyn Lopez	Classroom Teacher	Term Ends 2012
Renean Cowan	Classroom Teacher	Term Ends 2013
Kate Fowler	Classroom Teacher	Term Ends 2011
Evan Eads	Classroom Teacher	Term Ends 2012
Heath Poppe	Classroom Teacher	Term Ends 2013
Neva Sessions	Classroom Teacher	Term Ends 2011
Lisa Latta	Parent	Term Ends 2013
Kim Kuykendall	Community	Term Ends 2013
Dottie Gonzalez	Professional, District	Term Ends 2013
Steve Anderson	Professional, Campus	Term Ends 2011

Comprehensive Needs Assessment

Demographics

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

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

- Course/Class Assignments
- Enrollment
- Advanced Course Enrollment
- Ethnicity
- Gender
- Graduation, Completion, Dropout, and GED rates
- Special Program Participation
- Attendance
- At-Risk by Category
- Teacher-Student Ratios

Findings/Analysis

Strengths

- Racial/Sub-pop Diversity
- Small Student pops
- Low teacher-student ratio
- Low drop-out rate

Needs

- Vocational Offerings
- Job Training
- Career Pathway Guidance
- Homework Club
- ESL Program
- More guidance counseling

Summary of Needs

DHS needs to increase the awareness of educational opportunities for all students, especially under-represented groups. The committee suggested developing a program where students could stay after school to work on computers to improve job skills, language skills, and homework. They also suggested a community education program for job skills training and language skills. The district does offer Adult ESL classes within the community and sponsored by the district.

Curriculum, Instruction and Assessment

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

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

- C SCOPE
- PDAS
- TPRI
- Common Assessments/Benchmarks
- TAKS
- Campus Walkthrough Data
- Surveys
- Lesson Plans

Findings/Analysis

Strengths

- CSCOPE
- K-12 alignment for core subject areas
- Enrichment classes
- Study Island, PLATO
- Assistant Principal for C&I
- Assessments allow for identification

- Assessments allow for identification of student needs
- Assessments allow teachers to target strengths/weaknesses
- Improvement in math and science
- ELA & social studies achievement
- RtI

Needs

- Teacher training for CSCOPE
- Calendar of Expectations vs. Reality of Time
- Funding for CSCOPE curriculum supplies
- Staff capacity in motivational strategies
- Instructional Technology vs. just technology
- More defined responsibility for curriculum coordinators

Summary of Needs

All core curriculum teachers need continued training in CSCOPE curriculum in order to implement it well. DHS will need funding to fully implement the curriculum and subsequent lessons from CSCOPE. Training is needed in terms of aligning curriculum, assessment, and instruction. A full day regarding TEKS focus training (teaching the TEKS) is needed. Additionally, all staff need training in motivational strategies, high-yield instruction, differentiation, and collaboration.

Family and Community Involvement

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

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

- Newsletters
 - Handouts/flyers from PLN
 - Sign-in sheets from campus events
 - Annual Review agenda from PLN
 - Current Campus Plans
- Newspaper
District Calendar Events
Parent survey
DEIC and SBDM Committee

Findings/Analysis

Strengths

- Communication in a variety of ways
- Booster Clubs
- Variety of opportunities for parental involvement such as meet the Teacher Night, Open House, UIL events, etc.
- FCCLA involvement with students
- Band Performances
- DHS College Fair
- Local scholarship program
- ESL Classes
- On-line Grade-book
- Baccalaureate Program
- Athletic Orientations
- Meet the Teacher Nights
- Open House
- Local scholarship program
- Student of the Month
- Easy access to teachers through e-mail

Needs

- Make website bilingual
- Training for parent volunteers
- Some language barriers
- Send monthly calendars to list-serve
- Incentives for Parents
- Communication in general
- Community support for academics
- More parent involvement from economically disadvantaged families
- Parental apathy with high-schoolers

Summary of Needs

Devine is a relatively poor community. There are many economically disadvantaged students but there are many more who are not identified. These students need access to computers outside of the normal classroom hours. There are more volunteers needed. We need to include parents by using list-serves to send monthly calendars, schedules, etc.

School Context and Organization

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

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

- TEA AEIS Campus Profile
- Faculty Survey (end of year)

Findings/Analysis

Strengths

Perception of a safe and effective school
Teachers have high job satisfaction
Enrichment (RtI) for poor-performing students
Improvement in discipline management
Mentoring program
Participatory leadership style
Teachers focused on individual students
Administration has strong student focus
Open door policy by admin
Having an AP for Admin and one for C&I

Needs

More teacher collaboration
More formal communication
Less athletics periods and more core area
teaching periods
More counselors
Effective use of common planning period

Summary of Needs

The classes could be better balanced and made smaller by having less athletics periods. Teachers need to use their common planning time to collaborate, plan together, and review student work together.

Curriculum Coordinators and department chairs need to do more with curriculum and instruction.

Technology

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

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Facilities Questionnaires
Staff survey
Teacher Comments
Course Selection Guide
Master Schedule

Findings/Analyses

Strengths

- Number of Computer Labs
- LCDs in every classroom
- Study Island, PLATO
- Rosetta Stone
- United Streaming

Needs

Funds to replace light bulbs in LCDs
Less teacher restrictions/filters
Student email
More Elmos
Teacher access to install certain software
More technology support staff
Addition of Instructional Technology staff
Professional Development on instructional technology

Summary of Needs

All teachers use LCDs but they are nearing their useful life. There is a need for more "ELMOS" as well. The staff needs appropriate professional development in Instructional Technology versus just technology. They need to know how to use technology in instruction and how to use technology to help improve student achievement. Currently, teachers use technology mainly for productivity and teacher use and demonstration. They need training in how to teach students to utilize technology to increase rigor and high-order thinking. There is a perceived need for additional support staff as well as Instructional Technology staff (someone who is not an IT person but an educator who knows how to use technology in teaching).

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

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2010				2009				Required Improvement			2010 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%/80%/90%)																			
X All Students	344	373	92%	100%	336	358	94%		-2			363	373	97%	EX	-	-	-	EX
African Amer	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
X Hispanic	182	201	91%	54%	174	187	93%		-2			194	201	97%	EX	-	-	-	EX
X White	158	168	94%	45%	157	166	95%		-1			165	168	98%	EX	-	-	-	EX
X Econ Disadv	150	171	88%	46%	122	135	90%		-2			164	171	96%	RE	RE	EX	-	EX
Writing (70%/80%/90%)																			
All Students	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
African Amer	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
Hispanic	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
White	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
Econ Disadv	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
Social Studies (70%/80%/90%)																			
X All Students	228	236	97%	100%	226	240	94%		3			232	236	98%	EX	-	-	-	EX
African Amer	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
X Hispanic	*	*	97%	53%	119	130	92%		5			*	*	99%	EX	-	-	-	EX
X White	104	108	96%	46%	104	107	97%		-1			105	108	97%	EX	-	-	-	EX
X Econ Disadv	*	*	97%	40%	83	94	88%		9			*	*	99%	EX	-	-	-	EX
Mathematics (60%/80%/90%)																			
X All Students	261	369	71%	100%	237	359	66%	Yes	5	**	No	305	369	83%	AA	AA	RE	-	RE
African Amer	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
X Hispanic	128	197	65%	53%	108	187	58%	Yes	7	**	No	154	197	78%	AA	-	-	-	AA
X White	130	168	77%	46%	125	167	75%	Yes	2	3	No	147	168	88%	AA	AA	RE	-	RE
X Econ Disadv	98	165	59%	45%	78	136	57%	Yes	2	2	Yes	126	165	76%	AU	AA	-	-	AA
Science (55%/80%/90%)																			
X All Students	191	235	81%	100%	185	236	78%		3			211	235	90%	RE	RE	EX	-	EX
African Amer	*	*	*	*	*	*	*	*	*			*	*	*	-	-	-	-	-
X Hispanic	95	124	77%	53%	92	127	72%	Yes	5	4	Yes	107	124	86%	AA	RE	-	-	RE
X White	93	108	86%	46%	90	106	85%		1			101	108	94%	RE	RE	EX	-	EX
X Econ Disadv	66	95	69%	40%	65	91	71%	Yes	-2	**	No	78	95	82%	AA	AA	RE	-	RE

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Met Evaluated	Number Met Allowed	Number Met Needed	Floor(s) Met?	Met(s) Used in 2009?	Exceptions Applied
16	4	2	No	N/A	No

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CAMPUS NUMBER: 163901001

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Grade Span: 09 - 12

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Accountability standards are shown in parentheses.
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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2009					Class of 2008			Required Improvement			
	# Com- pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	131	2	135	97.0%	100%	130	145	89.7%		7.3		
African Amer	*	*	*	*	1%	0	0	-		*		
Hispanic	59	2	62	95.2%	46%	61	72	84.7%		10.5		
White	71	0	72	98.6%	53%	68	72	94.4%		4.2		
Econ Disadv	48	0	49	98.0%	36%	52	60	86.7%		11.3		

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) (1.8%)

	2008-09				2007-08				Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?	
All Students	-	-	-	-	-	-	-	-	-	-	-	
African Amer	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	-	-	-	-	-	-	-	-	-	-	-	
White	-	-	-	-	-	-	-	-	-	-	-	
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	

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

2010 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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

Analysis groups used to determine acknowledgment are marked with an 'X'.
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Summary of Gold Performance Acknowledgments

Earned 1 acknowledgment(s) out of 12 evaluated.

Advanced Courses	NQ	Commended Reading/ELA	NQ
AP/IB	NQ	Commended Mathematics	NQ
Attendance Rate	NQ	Commended Writing	
College-Ready	NQ	Commended Science	NQ
RHSF/DAP	NQ	Commended Social Studies	++
SAT/ACT	NQ	T&I ELA	NQ
CI: Reading		T&I Mathematics	NQ
CI: Mathematics			

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

Advanced Course/Dual Enrollment Completion (2008-09): DOES NOT QUALIFY

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
X All Students	114	543	100%	21.0%
African American	1	5	1%	20.0%
X Hispanic	44	278	51%	15.8%
X White	69	256	47%	27.0%
X Economically Disadvantaged	34	204	38%	16.7%

AP/IB Results (2008-09): DOES NOT QUALIFY

Student Groups	Number Taking AP and/ or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/ or IB	Number Scoring At or Above Criterion	Number Taking AP and/ or IB	Percent Scoring At or Above Criterion
X All Students	20	229	100%	8.7%	1	20	5.0%
African American	*	*	0%	*	*	*	*
Hispanic	5	107	47%	4.7%	0	5	0.0%
X White	15	121	53%	12.4%	1	15	6.7%

2010 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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Attendance Rate (2008-09): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
X All Students	90,628	94,682	100%	95.7%
African American	*	766	1%	*
X Hispanic	45,809	48,211	51%	95.0%
X White	43,455	45,062	48%	96.4%
X Economically Disadvantaged	34,674	36,647	39%	94.6%

Attendance Rate standard for your acknowledgment is 95.0%.

College-Ready Graduates (Class of 2009): DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Criteria on Both ELA & Math	Number Taking Both ELA & Math	Student Group Percent	Percent Scoring At or Above Criteria on Both ELA & Math
X All Students	53	114	100%	46%
African American	-	-	-	-
X Hispanic	15	46	40%	33%
X White	38	68	60%	56%
X Economically Disadvantaged	17	38	33%	45%

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	81	373	100%	22%
African American	*	*	*	*
X Hispanic	34	201	54%	17%
X White	46	168	45%	27%
X Economically Disadvantaged	24	171	46%	14%

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

2010 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (CPA) DATA TABLES - STANDARD PROCEDURES

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

Analysis groups used to determine acknowledgment are marked with an 'X'.
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Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	51	369	100%	14%
African American	*	*	*	*
X Hispanic	16	197	53%	8%
X White	35	168	46%	21%
X Economically Disadvantaged	13	165	45%	8%

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

Commended on Writing: NOT APPLICABLE

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	*	*	*	*
African American	*	*	*	*
Hispanic	*	*	*	*
White	*	*	*	*
Economically Disadvantaged	*	*	*	*

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

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	47	235	100%	20%
African American	*	*	*	*
X Hispanic	15	124	53%	12%
X White	31	108	46%	29%
X Economically Disadvantaged	10	95	40%	11%

2010 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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 Grade Span: 09 - 12

Analysis groups used to determine acknowledgment are marked with an 'X'.
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Commended on Social Studies: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	124	236	100%	53%
African American	*	*	*	*
X Hispanic	55	*	53%	44%
X White	66	108	46%	61%
X Economically Disadvantaged	36	*	40%	38%

Comparable Improvement: NOT APPLICABLE

	Total Number of Matched Students	Quartile
Reading	-	^
Mathematics	-	^

Data not evaluated for CI acknowledgment due to no matched students or small numbers.

^ Does Not Meet Minimum Size Requirement.

Recommended High School Program (RHSP)/DAP (Class of 2009): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
X All Students	109	133	100%	82.0%
African American	*	*	1%	*
X Hispanic	45	54	41%	83.3%
X White	64	78	59%	82.1%
X Economically Disadvantaged	36	48	36%	75.0%

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

Devine High School Campus Improvement Plan

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

Community and parental involvement with the campus will be increased.

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

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

Goal 1 Parent Responsibility STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Conduct conference opportunities for parents and teachers	Print at bottom of report cards Local media	Principal, Asst. Principal, APC&I, Counselor, Staff	August - May	Sign in sheets, Band Boosters and Athletic Boosters membership rosters; report cards, newspaper articles as approved by principal
Distribute school newspaper to community, and staff	Maroon Messenger printed in The Devine News—\$200 an issue/\$2,000	Principal, Journalism teacher, Other staff	August - May	Published 10 times each school year
Distribute report cards to parents or students	Report Cards	Principal, Counselor, APC&I, Counselor's Secretary/Registrar	September - May	Report cards handed out every six weeks

Distribute progress reports by mail to parents of Special Ed. students and at-risk students as needed	Progress reports, copies, envelopes, postage- \$1,600	Teachers, Principal, Asst. Principal, APC&I, Counselor, Registrar	September - May	Progress reports issued each three weeks, Parent Conferences
Goal 1 Parent Responsibility STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Advertise school activities on marquee and local media Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; i.e., FFA, FCCLA, UIL, etc.	Newspaper, School Marquee Cafeteria, Parent Volunteers, Booster Clubs, Hospitality Services @ \$500, Community Center, MS and HS gyms	Principal, Journalism Teacher, Athletic Directors, APC&I Principal, Student Council Sponsor, Band Director, Athletic Director, Club Sponsors, APC&I, Literary Director	August - May August - May	Devine News Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles as approved by principal
Encourage community participation in activities such as Christmas and spring band concerts, athletic banquets, and theater productions.	Gym, Cafeteria, Parent Volunteers, Booster Clubs, Flyers, Local Media, Meals	Principal, Band Directors, Coaches, Theatre Director, Literary Director	August - May	Newspaper articles as approved by principal, Sign-in sheets, head counts, ticket sales
Texas Public School Week, Red Ribbon Week	Newspaper	Principal, Asst Principals, Student Council Sponsor, Art Instructor	August - May	Newspaper, Red Ribbon Distribution, Display of student art at two community banks

Encourage attendance at Student Awards Assemblies	Gym, Football Field, Local Media	Principal, Counselor, Asst. Principals, Journalism Teacher, Maintenance Personnel	May	Awards Distribution Master list on file
Encourage parent participation at report card night/meet the teacher night	Announcement in newspaper, list-serve	Principal, AP for C & I, counselor	October	Sign-in sheets from parent night

Goal 1 Parent Responsibility STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Senior Boy and Girl Student of the Month	Lions Club, Local Media	Principal, Teachers	Monthly (nominations)	Academic performance, Citizenship, Involvement in Student Activities, Attendance
Provide E-Newsletter every six weeks	List serve	Principal	Six weeks	Website
Improve district website, www.devineisd.org	Website, technology person, submission materials	Principal, Technology Director, APC&I, Other staff	On weekly basis	Website, review technology survey
Initiate and maintain parent List Serve	Parent email addresses	Technology Director, Principal	On-going	List serve
Have a college readiness night to provide knowledge to parents about college	Personnel	Principal; District Counselors	Fall/spring	Parent Attendance
Provide campus event calendar monthly or each grading period, with student activities, SBDM Meetings, Board Meetings, school-sponsored activities	Publishing costs	Principal, APC&I, Athletic Directors, Other staff	August - May	Physical calendar

Goal 1 Parent Responsibility STRATEGIES FOR IMPROVING STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Ensure the district communicates state and federal promotion and graduation requirements	Local media, TEA materials, Newsletters,	Principal, Assistant Principals, Counselor	August - May	Articles in local paper, newsletter
Provide involvement for parents at alternative settings and times	Alternative settings, times	Principal, Assistant Principals, Counselor	August - May	Conference minutes
Parent Learning Network involvement meetings at Parent Training Library	Speakers, Facility	Principal, PLN Director	On-going	Sign-in sheets
Communicate district and campus-based programs and organizations through registration/enrollment packets and district or campus websites	Publishing costs	Technology Director, Principal, Club Sponsors, Athletic Directors, Assistant Principals	August - May	Physical forms, articles
Develop and distribute a parent satisfaction survey for parental input on an annual basis	Publishing, mailing of survey	Principal	Spring	Returned surveys

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

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

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

Campus Goals The percent of students passing the TAKS tests will attain the Texas passing standard and the district passing standard of 80.

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

Goal 2 Student Learning STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Questions testing higher order thinking skills will be utilized in all classes.	Brain Teasers and Challenges, Question Books and Motivational Posters	Principal, Department Chairs	August-May	Lesson plans, teacher records
Offer juniors and seniors SAT/ACT reviews, review objectives in English and math classes	Review Materials, \$150	Principal, APC&I, Counselor, English Department, Technology Coordinator, Math Department	August - May	Sign-in sheets for classes, Additional Indicators
Share standardized test results with appropriate teachers	AEIS Report	Principal, Counselor, Department Chairs, TAKS Coordinator	August - May	TAKS, AEIS
Conduct TAKS benchmark tests in all four grades in core areas.	TAKS released tests from NCS or other source, WebCat, AWARE	Principal, Department Chairs, English, Math, Science, and Social Studies Teachers	August - May	Teacher evaluations
Develop Benchmark Calendar for the coming school year.	School Calendar	TAKS Coordinators, Testing Coordinator, Principal	April-May	DHS Calendar; District Testing Calendar

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

Campus Goal 2:1

Goal 2 Student Learning STRATEGIESFOR IMPROVEMENTOF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINESFOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Build campus incentives for students who do well on TAKS Benchmarks	Time, local merchant incentives	Principal, APC&I	August - May	Media Coverage
Develop student recognition program for commended and improved students.	\$1,500 for picture frames, certificate paper, \$200 for invitations	Principal, AP, C&I	August - September	Picture displays, lists of commended students
Recognize teachers for exemplary performance	Awards, budget	Asst. Superintendent, Principal, APC&I	August - May	TAKS scores
Teachers will have TAKS warm-up activities in all core area classes	Paper, TAKS resource materials, \$1,000 per TAKS coordinator	Principal, APC&I, TAKS Coordinators	August - May	Walk-throughs
Monitor and adjust TAKS Plan based on student needs	\$1,000 per TAKS coordinator, AP salary	Principal, APC&I, TAKS Coordinators	August - May	Physical plan and walkthroughs

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

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

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

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

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

Goal 2 Student Learning STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Share TAKS test data with appropriate teachers, as data is recorded, use of AWARE	Copier and test data	Principal, APC&I, Counselor, Teachers in four core areas	August - May	Student Academic Achievement Records
Incorporate oral language strategies for ESL students through use of ESL materials, software, and staff development	Local, Title III funds	Principal, ESL Teacher, Director of Special Programs	August - May	TELPAS, AMAOS

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

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

Measurement: Instructional strategies and data will indicate that 80% of students will meet the passing standards.

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

Goal 2 Student Learning STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Require sharing of successful ideas between staff. Allot time to accomplish this sharing.	In-service, Resource Personnel, Department Meetings	Principal, Asst. Principal, Department Chairs	August - May	Student schedules, In-service roster, Teacher records, collaborative planning periods on Master Schedule
Continue Semester Examination Exemption Program to improve attendance and grades	Coordination with all staff	Principal, APC&I, Staff	Third and Sixth 6 Weeks	Student schedules, In-service roster, Teacher records
Encourage teachers to use students as peer tutors or assist failing students	Supplemental materials	Principal, Faculty	August - May	Student schedules, In-service roster, Teacher records

Campus Goal 2:3

Goal 2 Student Learning STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Schedule Parent/Guardian Conferences at end of 6 weeks for students with failing averages	Copier, Telephone, Progress Reports	Principal, Counselor, Faculty	September - May	Sign-in sheets, Progress reports, parent contact log
Use peer tutors for at-risk students	In class as needed	Principal, Counselor, staff	August - May	Student schedules, Sign-up sheets for attendance
Parental contact will be made if student is not doing assigned work	Progress Report, Telephone	Principal and Teachers	August - May	Parent contact log, Report Cards
Monitor and adjust the credit retrieval program for at-risk students	Plato Lab, Personnel, Technology Pilot Grant	Principal, Counselor, Staff	August-August	Improved passing rate, lower dropout rate

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

Objective 2:4 (Academic Excellence Indicator)

Student attendance rates will increase.

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

Student absences will not exceed 9 per semester.

Goal 2 Student Learning STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON-GOING MONITORING	FORMATIVE EVALUATION CRITERIA
Reward individuals with perfect attendance in all class periods, 6-week intervals	Ice cream sundaes, Drawing for prizes	Principal, Attendance Clerk	August - May	Student attendance reports
Call and write parents about excessive absences, use School Messenger to notify parents of student absences	Copier, paper, telephone	Asst. Principal, Attendance Clerk, SRO, Staff	August - May	Attendance Records
Continue Semester Examination Exemption Program to improve attendance and grades	SRO, Staff, office records	Principal, Asst. Principal, Department Chairs, Attendance Clerk, SRO	3rd and 6th six weeks	Attendance Records
Provide prizes to students every six weeks for perfect attendance	Attendance prize money	Principal, APC&I	Each six weeks	Attendance rates

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

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

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

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

Goal 3 Drop-Out Prevention STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Verify withdrawals to other districts	Withdrawal Document, Request records	Counselor, Special Education Transition Counselor, Registrar	August - May	Requested records form received
Evaluate out-of-district transcripts	Records, Transcripts, and AAR	Principal, Counselor, Special Education Transition Counselor, APC&I	August - July	Student records Student test reports
Recover students who have not passed TAKS	PEIMS info, attendance records, TAKS study guides, tutorials	Principal, APC&I, Counselor, Attendance Clerk	August-August	Student test reports

Goal 3 Drop-Out Prevention STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Computer Labs will be available all day	Computer labs, software, skill banks, Lab aide/ technician, Technology Pilot Grant	Principal, Campus Technology Director	August - May	Teacher schedules, sign-in sheets
Career Technology Work Program—DCP	Classroom, Career Tech Teacher, CT Weighted Funding	Principal, Ag Science teacher, APC&I	August - May	Teacher records
Appropriate academic placement and counseling	Test scores, grades, student records	Counselor, Principal, APC&I, Vocational Supervisor, Teachers	August - May	Progress reports, Report cards, Testing, Training Plans, Transcripts
After-school and Saturday-TAKS Tutorials	Plato Lab, Personnel, Technology Pilot Grant	Teachers	August - May	Increased TAKS scores
SRO will assist principal, assistant principal in communicating with parents and helping to enforce compulsory attendance laws.	Local	Principal, SRO, Director of Special Programs	August - May	Attendance Records
Train teachers in certifications (Core / CATE)	Funds for training	Principal, CATE Director	August - May	Certificates
Plan crossover activities with Core and CATE teachers (lateral/vertical)	Additional time for planning, Funding for projects	Principal, Assistant Principals, CATE Director, All teachers	August - May	Lesson plans of teachers

Incorporate technology skills into all classes, 9-12	Technology domain included in classroom walk-throughs	Principal, Assistant Principals	On-going	Satisfactory monitoring as reflected on walk-through instrument
Host "Career Day" or career awareness program	Career Awareness Program-\$500	Principal, Counselor, CATE Director	August - May	Student reports
Emphasize career connections in 9-12 classes	Personnel awareness and training	Principal, Assistant Principals, Counselor, CATE Director	August - May	Lesson Plans
Require interest inventory and/or ASVAB	Military personnel, CATE Personnel	Counselor, CATE Coordinator	September	ASVAB Score Reports, Kuder reports
Invite college recruiters to present programs on financial aid, college credits, class enrollment procedures, and goal-setting to seniors	Time, college personnel	Counselor	Fall Semester	Student reports

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

Campus Objective 3:2 (Academic Excellence Indicator)

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

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

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

Goal 3 Drop-Out Prevention STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Attend a college fair at an area school. Conduct financial aid/FAFSA workshops for students and parents	College Representatives, Transportation, Mail, Newspaper, Flyers	APC&I, Counselor	November and February	Counselor records
Provide information for students to visit colleges and technical schools	Admission staff, Catalogs, College Days	Counselor, APC&I	August - April	Sign-in Sheet
Provide CTE and career counseling for teenage parents	Vocational Counselor, School Nurse, Home Teacher, Special Ed Counselor, Consumer Eco teachers	Principal, Counselor, APC&I, Special Ed Counselor, Consumer Eco Teachers	On-going	Counselor Records, Class Curriculum
Provide CTE courses to prepare students for technical college and career paths (Career pathways)	CTE Director and Teachers	Principal, CTE Director and Teacher	On-going	Class records and curriculum

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

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

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

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

Goal 4 Curriculum and Instruction Program STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement in-services as appropriate	Region 20, College Boards, Substitutes, TEA	Principal, Curriculum Coordinator, APC&I	On - going	Budget, student schedules as verified by the principal
Encourage students to take additional science and mathematics courses by offering PAP/AP weighted courses.	Curriculum materials, Graduation requirements	Principal, Counselor, Mathematics and Science Departments, APC&I	August - May	Student schedules
Offer dual credit courses in additional disciplines; Continue offering English, US History, Government and Economics dual credit on campus	Course booklets, College catalogs, Articulation agreements with SWTJC	Principal, Counselor, APC&I, English Teachers, Social Studies Teachers, FCS and Ag Teachers	August - May	Budget increases, Student schedules

Goal 4 Curriculum and Instruction Program STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Increase the use of computer labs in instruction. Add more computers to the lab and classrooms	Computers, Software	Principal, Counselor, APC&I, Technology Director	August – May	Lab scheduling records
Maintain active status of Certified Nurse Assistant course	Instructor, class materials, lab materials, time allotted in master schedule	Principal, APC&I, Nurse or other qualified instructor	August – June	Class grades, completion rate, certification rate
Instruct juniors and seniors in Criminal Justice curriculum to improve their knowledge of the law, the constitution, and law enforcement careers.	Curriculum materials provided by AACOG and University of North Texas	Student Resource Officer, APC&I, Principal	August - May	Progress Reports and Report Cards at three-week and six-week intervals
Meet federal standards for curriculum alignment and assessment through TEKS & ELPS alignment of campus curriculum.	Principal, AP of C&I, Curriculum coordinators, Asst. Sup of C&I	Local	August 2009- June 2010 SW Component 2, 4,9	CSCOPE
Provide library books of high interest and appropriate reading levels that can be incorporated into the ELA curriculum.	Librarian ELA teachers	Local	August 2009- June 2010 SW Component 2	Library check out

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

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

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

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

Goal 4 Curriculum and Instruction Program STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement in-services as appropriate	Region 20, College Boards, Substitutes, TEA	Principal, Curriculum Coordinator, Department Chairs, APC&I	August - May	Budget, Conference certificates and/or voucher requests
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in PAP/AP classes.	Course booklets & standards chart	Principal, Department Chairs, AP-G/T Coordinator, Counselor, APC&I	August - May	Test results and Sign-up sheets
Encourage students to take science and mathematics courses yearly by adding PAP/AP courses that have advanced course weight.	Copier, printed materials-	Principal, Mathematics and Science Dept. Chairs, Counselor, APC&I	August - May	Budget, Student schedules

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

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

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

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

Goal 4 Curriculum and Instruction Program STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Send teachers to Advanced Placement in-services as appropriate	Region 20, College boards, Substitutes, TEA	Principal, AP-G/T Coordinator, Department Chairs, Counselor	August- May	Conference certificates, Teacher vouchers
Encourage students to take the PSAT in the 10th and 11th grade by linking it to requirements in PAP/AP classes.	Course booklets and standards chart	Principal, AP - G/T Coordinator, Counselor	August - May	Test results
Increase the use of the computer labs in instruction	Computer labs	Principal, Counselor, Teachers	August - May	Lab scheduling records
Encourage/provide incentives for AP students to take AP exams	Test applications. Money provided for economically disadvantaged, reimbursement for all students scoring 3 or higher—\$500	Principal, Counselor	August - May	Test results

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

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

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

Goal 5 Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide TEKS and TAKS in-service.	Region 20	Principal, Asst. Principal, APC&I	August - May	Evaluation forms
Encourage teachers to attend G/T and AP workshops.	Region 20	Principal	August - May	Certificates
Establish vertical and horizontal planning meetings.	Scheduling	Principal, Assistant Supt. C & I	August - May	Sign-in sheets
Maintain ratio of students to teachers for effective use of talents in critical needs areas of reading, mathematics, and science according to staffing levels	Course offerings, Texts, Staffing	Principal, Counselor, Assistant Principal	August - May	Teacher grid sheets

Goal 5 Personnel STRATEGIESFOR IMPROVEMENTOF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINESFOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Recruit and hire staff as needed in critical areas of mathematics, science, Spanish, and special ed	School District, Colleges, and Universities, Job Fairs	Personnel, Principal	On - going	Contracts, Certification records
Provide staff development for paraprofessionals that would increase their ability to assist in instructing reading, writing and math	Funding and personnel for staff development. Title II-A	Principal, Assistant Supt. C&I Director of Special Programs	Aug.-May	Sign-in Sheets, Certificates
Provide paraprofessionals reimbursement for college tuition/books to help fulfill federal paraprofessional requirements	Funding--Title II-A	Director of Special Programs	Aug.-May	Transcripts

Goal 5 Personnel STRATEGIESFOR IMPROVEMENTOF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINESFOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide quality staff development to ensure that all core teachers are highly qualified.	Title II-A	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	Staff development surveys, annual review of teacher certificates
The district will provide reimbursement for the ExCET/TexES test in high needs areas to assist teachers in becoming highly qualified.	Title II-A	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	H/Q--teacher certificates
Make teachers highly qualified in all subjects, in particular English and Special Education, by taking appropriate tests	Time	Director of Special Programs, Personnel Director, Principal, Teacher	August-June	H/Q--teacher certificates
Evaluate Program Effectiveness	Evaluations, Planning time	Principal, Department Chairs	August-June	Walkthrough forms, Lesson Plans, Team Meeting Minutes, CSCOPE Monitoring
Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings.	Principal Classroom teachers	Local, SCE Title XIV SFSF	August 2010- June 2011	TAKS results TELPAS results

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

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

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

Goal 6 Student Performance STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Questions testing higher order thinking skills will be utilized in all courses	Brain teasers, Question books, and old textbooks	Classroom teachers	August - May	Daily work and tests
10th and 11th grade students will be encouraged to take the PSAT. College bound juniors will be encouraged to take the ACT or SAT and to retake each in order to raise their scores by tying the test to PAP/AP courses' requirements.	Printed materials, Study Guides	Counselor, Classroom teachers	August - May	Test results, PAP/AP Guidelines
Provide up-to-date materials for English and math classes to help students with format practice	Newspapers, Magazines, Internet	Academic classes where appropriate	August - May	Teacher records

Goal 6 Student Performance STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Continue student recognition program for high SAT/ACT scores	Money for awards, dinner, certificates, pictures - \$1000	Principal, APC&I	August - March	SAT/ACT scores
Develop criteria and provide financial assistance for eligible students to take THEA, SAT/ACT tests, AP exams, and dual-credit courses	Lists of eligible students and budget money to cover the cost, Technology Pilot Grant	Counselor	August - May	Published criteria, application forms, and test results
Begin scholarship program for UIL participants with high SAT/ACT scores	Local Money for scholarship - \$2000	Principal, APC&I, Central Office Personnel	April-May	SAT/ACT scores, UIL spring meet list
Implement student assessment data management system (AWARE) for analyzing TAKS/testing data, developing benchmarks, and building TEKS-aligned assessments.	Curriculum Director, Principals, AP of C&I, Curriculum coordinators	Local	September 2010- June 2011	TAKS results TELPAS results

Implement plan and procedures for meeting AYP in special ed. reading and math performance measures.	Principal AP of C&I Counselors Special Ed. Director Diags Teachers ESC 20	Local Title II-A	September 2010-June 2011	TAKS scores
Monitor number of LEP students enrolled and reported number of student assessment answer documents in order to reduce PBMAS indicator # 7.	Principal AP of C&I Counselors ESL teachers Director of Spec. Prog.	Local	Spring 2011	Student answer documents Performance Indicator Level.-Performance Based Monitoring Analysis System (PBMAS).

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

Campus Objective 7:1

A campus attitude will exist with only the highest expectations of student performance and behavior.

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

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

Measurement: The low accident rate will continue.

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

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

Goal 7 Organization and Management STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Monitor the use of security equipment to prevent or decrease vandalism and/or graffiti	Cameras, police reports, computer, Function 52, Visitors' Passes	Principal, Asst. Principal, All staff	August - May	Staff placement as verified by principal, Log of individual students

Student Council, SADD, and Crime Stoppers will coordinate activities to promote a safe and drug free school environment	\$250	Principal, Teacher/Sponsor, Student Council sponsor and members	August - May	Calendar, Decrease in school violence and referrals
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Goal 7 Organization and Management STRATEGIESFOR IMPROVEMENTOF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINESFORONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Continue random drug testing program	Budgeting Money	Principal, Asst. Principal, Athletic Directors, UIL Director, All club/organization sponsors, School Nurse	August-May	Drug Test Results
Take part in national Red Ribbon Week activities	Commercial materials	Club and organization members and sponsors	Mid-October	Students will take pride in being drug free
Promote activities to support Red Ribbon Week (Drug Free)	\$100—campus organizations	Principal, Asst. Principal, FCCLA, Youth Alive Sponsors	October	Teacher records, photos, purchase orders
Inform students of dangers of tobacco use.	\$100—Campus organizations	Principal, Asst. Principal, Organization Sponsors	November	Purchase orders, student pledges
Program on substance abuse consequences	Campus organizations	Principal, Counselor, Organization Sponsors, Central Office Personnel	August-May	Student attendance, Lesson plans

Random Search—Drugs and/or drug paraphernalia and weapons	Drug Dog	Asst. Principal	Random—No Announcement	Report filed regarding findings
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Goal 7 Organization and Management STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Continue to enforce district policy that discourages drug and alcohol abuse by UIL participants and other student leaders	Constitution and by-laws of organizations, Student Handbook, and board policy book	Sponsors, Asst. principal, Principal	On-going	Positive example will be set; reduced number of drug and alcohol-related referrals
Encourage involvement in co-curricular and extra-curricular activities	Clubs and organizations	Staff	On-going	Positive example set; less idle time; increased self-esteem
Continue programs that recognize student achievement	Lions Club and other community organizations, Scholarship Awards Program	Principal and campus staff	August-May	Purchase orders, staff records
Continue computer grade book program	Local funds	Principal, Teachers, Counselor	August-May	Computer print-outs

Awards Assembly	Academic Recognition, certificates-\$350	All Staff	August-May; Assembly in May	Purchase orders
Encourage display of student work	Posters, student work, teacher display cases, easels	Principal, staff	On-going	Purchase orders, staff records
Conduct safety briefings for staff	Posters, handouts, safety tests	Principal, Asst. Principal	August-May	Sign-in sheets

Campus Goal 7

Goal 7 Organization and Management STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Promote class discussions regarding safety in all lab and PE classes	Copier, Disaster Preparedness Plan	Principal, Science Dept. Chair, Athletic Coordinators, Ag Faculty	August-May	Teacher records
Encourage students to follow all rules in DISD High School Student Handbook	Student Handbook	Principal, Asst. Principal, Staff	August-May , Advisory period for first two weeks of school	Signature forms
Discussion of do's and don'ts in opening school assembly	Student-Parent Handbook	Principal, Asst. Principal	August, First week of school	Students will understand rule changes and be reviewed on general expectations
Discussion of do's and don'ts of student behavior in small groups-classroom setting	Student Handbook, Classroom Rules	Asst. Principal, Teachers	End of first six weeks	Behavior acceptable for high school students
Class session on self-esteem, goal setting, and organizational skills	Commercial and teacher-made materials	Teachers, Counselor	End of first six weeks	Feeling of self-worth, which creates a more productive student
Reinforce appropriate behavior	Individual counseling; Parent-Teacher Conferences	Principal, Asst. Principal, All staff	On-going	Observe appropriate student behavior.

Goal 7 Organization and Management STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Emphasis will be placed on positive behavior during the school day and at extra-curricular activities	Student handbook; Teachers' classroom rules and procedures	All staff	On-going	Positive school atmosphere; students will be better citizens, discipline referrals will decrease for this type of behavior
Increase communication with local law enforcement agencies regarding prevention of violence. Coordinate an evacuation plan and other necessary plans in the case of an emergency situation.	Communication meetings between school officials and law enforcement agencies	Principal, Assistant Principals	On-going	Planned drills, such as long distance fire drills
The Criminal Justice class will coordinate activities to promote good citizenship, knowledge of the law, and prevention of violence.	Materials and curriculum provided by AACOG	Student Resource Officer, APC&I, Principal	August - May	Progress Reports and Reports Cards in three-week and six-week intervals

Campus Goal 7

Goal 7 Organization and Management STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Require student organizations/clubs to participate in community-based service activities at middle school and high school	Sources of community-based services	Club Sponsors	August - May	Activity logs
Provide awareness of teen dating violence to students and parents through health classes, presentations, related videos, posters, hotlines, parent listserv, district website, and written communication.	Local Teen Dating Violence Toolkit, PAPA Listserv Devine News FCCLA	Principal, Assistant Principals, Counselor, FCCLA and health teachers	Aug 2010- June 2011	Documentation of communication and programs implemented
Encourage club sponsors to require student involvement in charitable community causes	Sources of community charitable causes	Club Sponsors	August - May	Activity logs

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

Campus Objective 8:1

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

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

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

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

Goal 8 Research, Development, and Evaluation STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Expand staff development to include attendance at Region 20 workshops professional meetings, conventions, etc.	Budget Increases; Funds for subs, travel, workshop expenses	Principal, Assistant Principals, Asst. Superintendent	August - May	Verification of attendance through reimbursement, sign-in sheets, and/or certificates
Encourage teachers to attend workshops pertaining to special populations (G/ T, AP, Special Ed., ESL, etc.) and visit schools with exceptional programs	\$3,000 for substitutes, Travel Money	Principal, Assistant Principals, Special Ed Director	August - May	Certificates or documentation
Continue vertical and horizontal team meetings, including implementation of core area programs	Informal and formal departmental meetings across grade levels, Substitutes/ funding for subs	Principal, APC&I, Curriculum Director, Core area teachers	August - May	Sign-in sheets, curriculum maps

Monitor upgrade cycle for computers issued to departments, administrators, and counselors	\$10,000 for hardware/software, licenses, training	Principal, Technology Coordinator, Teachers	August - May	PO's and received items
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Goal 9 Technology: Technology will be implemented and used to increase efficiency of student learning, instructional management, staff development, and administration.

Campus Objective 9:1

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

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

Goal 9 Technology STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Monitor upgrades of computers issued to students, faculty, administrators, and counselors	Computers, software, licenses, training—\$11,000	Principal, District Technology Director	August - May	Purchase orders as verified by principal
Schedule technology-related in-services	Region 20, Class software	Principal, District Technology Director	August - May	Purchase orders as verified by principal

Increase student access to research and communication resources available on the internet by providing a network to all academic areas	Devine ISD funds	Principal, District Technology Director, Librarian	August - May	Purchase orders as verified by principal
Increase awareness of the Levels of Technology Integration (LoTi) in instruction	LoTi resources, time allotted for training, walk-throughs, follow-up	Principal, APC&I, AP Librarian, Dept. Chairs	Aug-May	Walk through data shows use of technology and a higher level of technology integration for instruction
Increase the opportunities for students to take technological classes	TEA, Vocational Office Labs, Devine ISD funds, Additional teaching units	Principal, Technology Coordinator, Counselor, APC&I	August - May	Purchase orders as verified by principal, Class schedules
Increase student access to research and communications on the internet in the computer lab	Devine ISD Funds, Lab aide, Technician	Principal, Computer teachers	August - May	Employment contracts

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

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

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

Goal 10 Finance STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Require staff to practice good conservation practices	Memos Training for behavior-based conservation program	Principal, Asst. Principal	August - May	Decrease in utility bills
Require staff to practice safety procedures as identified by the assistant principal to include supervision	Staff meeting	Principal, Asst. Principal	August - May	Decrease accidents as verified by the assistant principal
Budget allocations reflect the needs of G/T, Special Education population	Budget—as per superintendent and business manager	Principal, SBDM	August - May	Budget on file to show expenditures for all student populations

Use of Other Resources

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

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. NCLB, Title I, Part A and Title I-Part A ARRA – 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 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.
6. 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.
7. 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.
8. 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.
9. Student Success Initiative Grant (SSIG)-These state funds can be used to pay or accelerated instruction in any core content area and support students who have failed the TAKS, who are at risk of failing the TAKS, and those who have previously failed the TAKS but are promoted to the next grade level based on other factors.

10. Title XIV-State Fiscal Stabilization Fund-The district shall address the four reforms areas when using SFSF funds: adopting rigorous standards and high quality assessments, establishing data systems and using data for improvement, increasing teacher effectiveness and equitable distribution of effective teachers, and truing around the lowest performing schools.

Overview of State Compensatory Education

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

Students Eligibility

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

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

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

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

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

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

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

District SCE Policies and Procedures

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

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.

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, 2010-2011

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

Devine High School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
In School Math & Science (TAKS Intervention) Students receive additional academic instruction to achieve mastery of TAKS objectives/SE's	4 certified teachers (0.13 FTEs) 2 certified teachers at (0.26 FTEs) (\$53,800)	Principal Certified teachers	August 2010- June 2011	Practice TAKS tests Grade cards Benchmarks	Passing TAKS
AFTER & SATURDAY SCHOOL TUTORIALS Students in at-risk situations receive individual assistance with class work, homework, and meeting TAKS objectives	Certified teacher, SCE Funds Title XIV SFSF (\$5,000) Supplies	Principal	August 2010- June 2011	Teacher tests Grade cards	Passing final grade in all core subjects
STAFF DEVELOPMENT –Provide at risk staff development for extended year teachers.	SCE (\$250)	Principal Dir Spec. Prog/ Personnel	August 2010- June 2011	Sign in sheets	Observation of at risk strategies used during summer school.
SUMMER SCHOOL Certified teachers provide instruction to students who have failed a core subject during the regular school term allowing them to obtain course credit and maintain class-level standing.	Certified teachers; (3.0 FTEs) (\$10,000)	Principal	August 2010- June 2011	Teacher tests and periodic reports	Obtain credit
DAEP -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	Contract with CO-OP SCE Funds (incorporated w/ HS funds	Bigfoot AEP Coop	August 2010- June 2011	Teacher tests Grade cards	Passing grades Stay in school

	\$115,000)				
JJAEP -Participate in Atascosa JJAEP as an alternative to expulsion.	SCE (\$5,000)	Superintendent MS/HS Principals Asst. Principals	August 2010- June 2011	First semester record of student attendance	Yearly record of student attendance
Provide PGP (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS re-testers.	SCE Local (1.0 FTE) (\$2,000)	Principal Asst. Principal Counselor AP for C & I	August 2010- June 2011	Grade cards	Pass TAKS

Devine High School

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

HOMEBOUND SERVICES - Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers Title XIV SFSF (\$2,500)	Principal	August 2010- June 2011	Teacher tests Grade cards	Passing all core subjects
TAKS MATERIALS -Core curriculum is augmented by teachers using TAKS materials to help students master TAKS objectives.	Instructional supplies; Title XIV SFSF (\$1,400)	Principal	August 2010- June 2011	Teacher tests Grade cards	Passing applicable component of TAKS
PLATO Lab – Provide student support and remediation for core subject areas and TAKS with PLATO software	Local	Principal	August 2010- June 2011	Pre/Post Test	Passing TAKS and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk	August 2010- June 2011	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports
Enrichment/Intervention -provide access to instructional technology during lunch, after school, and at Saturday school through Technology Pilot Grant	Computer labs, approved instructional software, lab aid, teachers	Principal, AP for C&I, Counselor	November 2010- June 2012	Grade reports, report cards	Improved attendance, passing, and graduation rates