

# Devine High School Campus Improvement Plan



2011-2012

*Adopted November 28, 2011*

***Devine High School***  
**Campus Improvement Plan for 2011-2012**

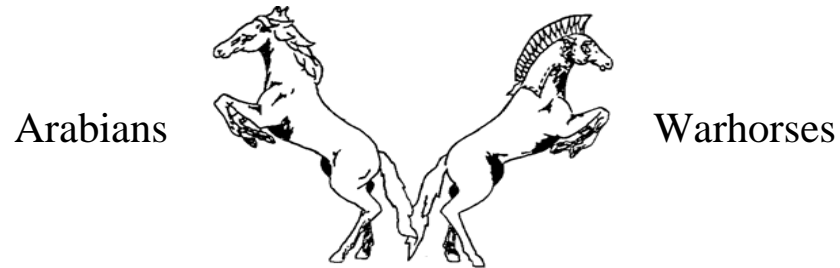
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## *MISSION STATEMENT*

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  
2011-2012

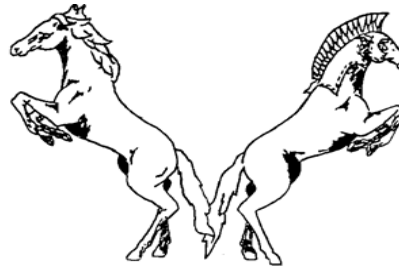
Non-Teaching Professional  
Steve Anderson

Teaching Professionals  
Rebecca Meek  
Roseanne Lopez  
Beverley Crain

Parent Representative  
Nancy Briscoe

# DEVINE HIGH SCHOOL

Arabians



Warhorses

Devine High School  
2011-2012 Site-Based Committee

Jacklyn Rutkowski	Classroom Teacher	Term Ends 2012
Renean Cowan	Classroom Teacher	Term Ends 2013
Linda Cottle	Classroom Teacher	Term Ends 2014
Evan Eads	Classroom Teacher	Term Ends 2012
Heath Poppe	Classroom Teacher	Term Ends 2013
Jana Dudley	Classroom Teacher	Term Ends 2014
Lisa Latta	Parent	Term Ends 2013
Kim Kuykendall	Community	Term Ends 2013
Roland Cadena	Professional, District	Term Ends 2014
Tim Coyle	Professional, Campus	Term Ends 2014

# 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

- AEIS Report
- Enrollment
- Advanced Course Enrollment
- Ethnicity
- Gender
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- 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  
More Guidance Counseling

## **Summary of Needs**

DHS still has a need to increase the awareness of educational opportunities for all students, especially under-represented groups. The committee suggested implementing a plan to better utilize computer software (Plato and Study Island) through our computer labs to better assist students at-risk of failing or who have fallen behind on state-required coursework.

# 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

- Kilgo
- CSCOPE
- PDAS
- TPRI
- Common Assessments/Benchmarks
- TAKS
- STAAR EOCs
- Campus Walkthrough Data
- Surveys
- Lesson Plans

## **Findings/Analysis**

### **Strengths**

- Kilgo
- K-12 alignment for core subject areas
- Enrichment classes
- Study Island, PLATO
- Assistant Principal for C&I
- Assessments allow for identification of student needs
- Assessments allow teachers to target strengths/weaknesses
- ELA & social studies achievement

### **Needs**

Teacher training for Kilgo  
Calendar of Events  
Planning time to develop lessons  
RtI training  
AWARE Training  
Role description for curriculum coordinators  
Improvement in math and science  
Develop Professional Learning Communities

## **Summary of Needs**

All core curriculum teachers need time together to plan and implement the new curriculum alignment based on the Kilgo alignment data. Training is needed for all teachers on the AWARE software and on the implementation of the RtI process. A full day to create STAAR EOCs benchmarks is needed. Additionally, all staff needs 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
- Sign-in sheets from campus events
- Current Campus Plans

Newspaper  
District Calendar Events  
Parent survey  
DEIC and CIT

## **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
- Student of the Month
- Easy access to teachers through e-mail
- Fish Camp

### **Needs**

- Establish a PTA
- Training for parent volunteers
- Make website bilingual
- Send monthly calendars to list-serve
- Incentives for Parents
- Communication in general
- Community support for academics
- More parent involvement from economically disadvantaged families
- Parent Lunch with child
- Breakfast with Administrators and teachers
- Adjust meeting times
- Department Nights
- Shadow a Teacher
- Put up more Historic Devine pictures

### **Summary of Needs**

Working to acquire more parent involvement and more parent volunteers is still a priority for the campus. We need to include parents by using list-serves to send monthly calendars, schedules, etc. The committee felt the need to connect the school and community through Devine's heritage. There is a need to establish a Parent group that encompasses the entire student-body, like PTA. More meet and greets, information sessions, or chats were recommended to inform parents and the community about what is taking place at DHS.

# 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, 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 administration
- Having an AP for Administration and one for C&I

### **Needs**

- More teacher collaboration time
- More formal communication
- Enrichment classes based on specific needs
- More counselors
- Common planning times

## **Summary of Needs**

The classes could be better balanced by specific needs of students. Teachers need more common planning time to collaborate, plan together, and review student work together for RtI. Curriculum Coordinators and department chairs need time to work with curriculum and instruction, and to work with the teachers in the department.

# 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

Teacher Comments  
Course Selection Guide  
Master Schedule

## **Findings/Analyses**

### **Strengths**

- Number of Computer Labs
- LCDs in every classroom
- Study Island, PLATO
- AWARE
- Move to wireless across campus

### **Needs**

Funds to replace light bulbs in LCDs  
Less teacher restrictions/filters  
Student email  
More AWARE, Study Island and Plato Training  
More Elmos/SmartBoards  
Teacher access to install certain software  
More technology support staff  
Professional Development on instructional technology

## **Summary of Needs**

All teachers have and use LCDs in their classrooms, but the LCDs are nearing their useful life. There is a need for more "ELMOS" as well or replacing LCDs with SMARTBOARDS. The staff needs appropriate professional development and time to incorporate Instructional Technology. They need to know how to use technology in instruction and how to use technology to help improve student achievement. Teachers need professional development in the use of AWARE program to learn how to gain access to student achievement data that could be used for lesson planning. There is still 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 ISD  
CAMPUS NAME: DEVINE H S  
CAMPUS NUMBER: 163901001

Campus Rating: Academically Unacceptable  
Grade Span: 09 - 12

Analysis groups used to determine ratings are highlighted in BLUE.  
Accountability standards are shown in parentheses.  
Reasons for Academically Unacceptable rating are highlighted in ORANGE.  
Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2011				2010				Required Improvement			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?	STD	RI	EXCP	***
Reading/ELA (70%/80%/90%)															
All Students	365	408	89%	100%	356	388	92%		-3			RE	-	-	RE
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	200	236	85%	58%	188	207	91%		-6			RE	-	-	RE
White	157	164	96%	40%	164	177	93%		3			EX	-	-	EX
Econ Disadv	158	190	83%	47%	158	179	88%		-5			RE	-	-	RE
Writing (70%/80%/90%)															
All Students	*	*	*	*	*	*	*		*			-	-	-	-
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			-	-	-	-
White	*	*	*	*	*	*	*		*			-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			-	-	-	-
Social Studies (70%/80%/90%)															
All Students	239	254	94%	100%	235	246	96%		-2			EX	-	-	EX
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	121	134	90%	53%	123	128	96%		-6			EX	-	-	EX
White	*	*	98%	*	109	115	95%		3			EX	-	-	EX
Econ Disadv	91	104	88%	41%	95	99	96%		-8			RE	-	-	RE
Mathematics (65%/80%/90%)															
All Students	277	412	67%	100%	271	384	71%	Yes	-4	**	No	AA	-	-	AA
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	145	239	61%	58%	134	204	66%	Yes	-5	-1	No	AU	-	-	AU
White	127	165	77%	40%	134	176	76%	Yes	1	2	No	AA	-	-	AA
Econ Disadv	108	195	55%	47%	105	174	60%	Yes	-5	3	No	AU	-	-	AU
Science (60%/80%/90%)															
All Students	196	254	77%	100%	199	246	81%	Yes	-4	-1	No	AA	-	-	AA
African Amer	*	*	*	*	*	*	*		*			-	-	-	-
Hispanic	94	134	70%	53%	98	128	77%	Yes	-7	**	No	AA	-	-	AA
White	97	115	84%	45%	98	115	85%		-1			RE	-	-	RE
Econ Disadv	69	103	67%	41%	70	100	70%	Yes	-3	**	No	AA	-	-	AA

\*\* Met the minimum size requirement, but did not meet the 75% floor for Recognized.

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ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)

Reading/ELA ELL Students	*	*	83%	*	*	89%	-6	-	-	-	-
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COMMENDED PERFORMANCE TABLE (na/15%/25%)

Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %	
Reading/ELA					
All Students	72	408	18%	100%	RE
Econ Disadv	19	190	10%	47%	AA
Mathematics					
All Students	45	412	11%	100%	AA
Econ Disadv	10	195	5%	47%	AA

\*\*\* Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

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EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
16	4	2	No	N/A	No

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

	Class of 2010					Class of 2009			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	116	4	121	95.9%	100%	131	135	97.0%		-1.1		
African Amer	*	*	*	*	1%	*	*	*		*		
Hispanic	60	2	62	96.8%	51%	59	62	95.2%		1.6		
White	55	2	58	94.8%	48%	71	72	98.6%		-3.8		
Econ Disadv	49	2	52	94.2%	43%	48	49	98.0%		-3.8		

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

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

	2009-10				2008-09				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.

2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE ISD

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CAMPUS NUMBER: 163901001

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Grade Span: 09 - 12

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Summary of Gold Performance Acknowledgments

Earned 0 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
RHSP/DAP	NQ	Commended Social Studies	NQ
SAT/ACT	NQ	TSI ELA	NQ
CI: Reading		TSI Mathematics	NQ
CI: Mathematics			

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

Advanced Course/Dual Enrollment Completion (2009-10): 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
All Students	92	555	100%	16.6%
African American	*	3	1%	*
Hispanic	39	304	55%	12.8%
White	50	240	43%	20.8%
Economically Disadvantaged	25	245	44%	10.2%

AP/IB Results (2009-10): 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
All Students	26	219	100%	11.9%	0	26	0.0%
African American	*	2	1%	*	*	*	*
Hispanic	10	118	54%	8.5%	0	10	0.0%
White	16	95	43%	16.8%	0	16	0.0%

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Attendance Rate (2009-10): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
All Students	88,403	92,461	100%	95.6%
African American	*	567	1%	*
Hispanic	47,942	50,383	54%	95.2%
White	38,571	40,130	43%	96.1%
Economically Disadvantaged	40,771	42,979	46%	94.9%

Attendance Rate standard for your acknowledgment is 95.0%.

College-Ready Graduates (Class of 2010): 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
All Students	60	107	100%	56%
African American	*	*	*	*
Hispanic	30	55	51%	55%
White	29	51	48%	57%
Economically Disadvantaged	19	44	41%	43%

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	72	408	100%	18%
African American	*	*	*	*
Hispanic	42	236	58%	18%
White	30	164	40%	18%
Economically Disadvantaged	19	190	47%	10%

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

2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	45	412	100%	11%
African American	*	*	*	*
Hispanic	19	239	58%	8%
White	26	165	40%	16%
Economically Disadvantaged	10	195	47%	5%

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
All Students	38	254	100%	15%
African American	*	*	*	*
Hispanic	15	134	53%	11%
White	23	115	45%	20%
Economically Disadvantaged	6	103	41%	6%

2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	102	254	100%	40%
African American	*	*	*	*
Hispanic	43	134	53%	32%
White	55	*	*	48%
Economically Disadvantaged	26	104	41%	25%

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.

There is no CI Report for Your Campus.

Recommended High School Program (RHSP)/DAP (Class of 2010): DOES NOT QUALIFY

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	36	114	100%	31.6%
African American	*	*	1%	*
Hispanic	15	61	54%	24.6%
White	20	52	46%	38.5%
Economically Disadvantaged	10	49	43%	20.4%

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

2011 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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SAT/ACT Results (Class of 2010): DOES NOT QUALIFY

Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring At or Above Criterion	Number Taking SAT and/or ACT	Percent Scoring At or Above Criterion
All Students	75	104	100%	72.1%	16	75	21.3%
African American	*	*	1%	*	*	*	*
Hispanic	32	55	53%	58.2%	4	32	12.5%
White	42	48	46%	87.5%	12	42	28.6%

Texas Success Initiative (TSI) ELA: DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring At or Above Standard
All Students	71	113	100%	63%
African American	*	*	*	*
Hispanic	34	58	51%	59%
White	35	52	46%	67%
Economically Disadvantaged	18	35	31%	51%

Texas Success Initiative (TSI) Mathematics: DOES NOT QUALIFY

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring At or Above Standard
All Students	63	111	100%	57%
African American	*	*	*	*
Hispanic	28	56	50%	50%
White	33	52	47%	63%
Economically Disadvantaged	16	36	32%	44%

## 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 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/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

<b>Goal 1 Parent Responsibility</b> 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	Newspaper, School Marquee	Principal, Journalism Teacher, Athletic Directors, APC&I	August - May	Devine News
Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; (FFA, FCCLA, UIL, etc.)	Cafeteria, Parent Volunteers, Booster Clubs, Hospitality Services @ \$500, Community Center, MS and HS gyms	Principal, Student Council Sponsor, Band Director, Athletic Director, Club Sponsors, APC&I, Lit. Dir.	August - May	Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles as approved by principal
Encourage community participation in activities such as Christmas and spring band concerts, athletic banquets, and theater productions.	Gym, Cafeteria, Parent Volunteers, Booster Clubs, Flyers, 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, School Messenger	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, TAKS Recognition Night	Gym, Football Field, Local Media	Principal, Counselor, Asst. Principals, Journalism Teacher, Maintenance Personnel	May	Awards Distribution Master list on file
Encourage parent participation at meet the teacher night	Announcement in newspaper, list-serve, School Messenger	Principal, AP for C & I, counselor	October	Sign-in sheets from parent night

<b>Goal 1 Parent Responsibility</b> 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
Maintain parent List Serve	Parent email addresses	Technology Director, Principal	On-going	List serve
Continue to hold a college night to provide knowledge to parents about post-secondary education	Personnel, College Recruiters, Military Recruiters, Tech School Recruiters, Media	Principal; Counselor	Fall	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

<b>Goal 1 Parent Responsibility</b> 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 alternating 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/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 (AEIS) - 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 STAAR and 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 <sup>th</sup> grade English classes	TAKS/STAAR 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/STAAR EOC software	Computer Lab, \$1,800	APC&I, Teachers, Computer lab aide	August - May	Computer Lab Schedule, Student AWARE Profiles
Essay, open-ended 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

<b>Goal 2 Student Learning</b> 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(OER)	Brain Teasers and Challenges, Question Books and Motivational Posters	Principal, APC&I, Department Chairs	August-May	Lesson plans, teacher records
Offer juniors and seniors SAT/ACT reviews, review objectives in English and math classes	PLATO, 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, TAKS Results, AWARE	Principal, APC&I, Counselor, Department Chairs, TAKS Coordinator	August - May	TAKS, STAAR EOCs, Benchmarks, AEIS
Conduct TAKS and/or STAAR EOC benchmark tests for grades 9-11 in core areas.	TAKS released tests from NCS or other source, WebCat, AWARE	Principal, APC&I, Department Chairs, English, Math, Science, and Social Studies Teachers	August - May	Teacher evaluations, Benchmark Results
Develop Benchmark Calendar for the coming school year.	School Calendar	TAKS Coordinators, Testing Coordinator, Principal	April-May	DHS Calendar; District Testing Calendar

<b>Goal 2 Student Learning</b> 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, APC&I, Counselor, Grade-level PLCs	August - May	List of at-risk students and failure rates for six weeks evaluated by admin. and discussed with staff, improved progress of at-risk students
Instruct students on use of electronic media to improve their research and remediation for standardized tests	Computer labs, Microsoft Network, staff programs, Individual Classroom Computers, Internet, Graphing Calculators	Teachers, Curriculum Coordinators, Principal, APC&I, Technology Coordinator, Librarian	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 III & IV, US History, Government and Economics	Principal, APC&I, Counselor and DC & AP Teachers	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 and STAAR EOC Student Expectations for required grades	Practice TAKS/STAAR EOC Tests, TAKS/STAAR EOC materials, Computer Software—\$1000	Principal, APC&I, Curriculum Coordinators, Teachers in four core areas	August-May	Copies of reviews, sign-up sheets for attendance

Campus Goal 2:1 <b>Goal 2 Student Learning</b> STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Build campus incentives for students who do well on TAKS and STAAR EOC Benchmarks	Time, local merchant incentives	Principal, APC&I	August - May	Media Coverage
Develop student recognition program for commended students (TAKS Recognition Night).	\$1,500 for picture frames, certificate paper, \$200 for invitations,	Principal, APC&I, Counselor	August - September	Picture displays, lists of commended students
Recognize teachers for exemplary performance	Awards, budget	Asst. Superintendent, Principal, APC&I	August - May	TAKS and STAAR EOC scores
Teachers will have TAKS and STAAR EOC warm-up activities in all core area classes.	Paper, TAKS and STAAR EOC resource materials, \$1,000 per TAKS coordinator	Principal, APC&I, TAKS Coordinators	August - May	Walk-throughs
Monitor and adjust TAKS/STAAR EOC 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 (AEIS)** - The achievement gap among student populations on the TAKS and STAAR EOCs will be reduced by 10% each year.

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

**Campus Goals:** The percent of Hispanic students passing the TAKS and STAAR EOC tests will meet or exceed state standards.  
The percent of economically disadvantaged and at-risk students passing the TAKS and STAAR EOC 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 and STAAR EOC 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 (AEIS)** - 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%.

<b>Goal 2 Student Learning</b> 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/at-risk students	Supplemental materials	Principal, Faculty	August - May	Student schedules, In-service roster, Teacher records

<b>Campus Goal 2:3</b> <b>Goal 2 Student Learning</b> 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
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, APC&I, Counselor, Staff	August-August	Improved passing rate, lower dropout rate

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

**Campus Objective 2:4** (Academic Excellence Indicator) - Student attendance rates will increase.

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

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

<b>Goal 2 Student Learning</b> 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	Prizes for drawing	Principal, APs, 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	Prizes for drawings	Principal, APs	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%

<b>Goal 3 Drop-Out Prevention</b> 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, APs, Special Education, Registrar	August - May	Requested records form received
Evaluate out-of-district transcripts	Records, Transcripts, and AAR	Principal, Counselor, APs, Special Education Transition Counselor	August - July	Student records Student test reports
Recover students who have not passed TAKS	PEIMS info, attendance records, TAKS study guides, tutorials	Principal, APC&I, Counselor, Attendance Clerk	August-August	Student test reports
Computer Labs will be available all day	Computer labs, software, skill banks, Lab aide/ technician, 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

<b>Goal 3 Drop-Out Prevention</b> STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
After-school and Saturday-TAKS and STAAR EOC Tutorials	Plato Lab, Study Island, Personnel, R-Tech Grant	Teachers	August - May	Increased TAKS scores and STAAR EOC scores
SRO will assist admin. in communicating with parents and helping to enforce attendance laws.	Local	Principal, SRO, Director of Special Programs	August - May	Attendance Records
Train teachers in certifications (Core / CTE)	Funds for training	Principal, CTE Director	August - May	Certificates
Plan crossover activities with Core and CTE teachers (lateral/vertical)	Additional time for planning, Funding for projects	Principal, APs, CTE 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, APs, Curriculum Coordinators	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, APs, Counselor, CTE Director	August - May	Lesson Plans
Require interest inventory and/or ASVAB	Military personnel, CTE Personnel	Counselor, CTE Coordinator	September	ASVAB Score Reports,
Invite college recruiters to discuss financial aid, credits, class enrollment procedures, and goal-setting with seniors	Time, college personnel	Counselor	Fall Semester	Student reports

**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 (AEI)** - 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	Counselor, APC&I	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.

<b>Goal 4 Curriculum and Instruction Program</b> 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
Implement Kilgo Research-based alignment in core areas and provide teachers professional development, time to plan, and time to collaborate.	Kilgo Training Sessions, Schedule	Principal, APC&I, Curriculum Coordinators, Teachers, Assistant Superintendent	August – May	Lesson Plans, Training Sessions, Department Meetings, TAKS/STAAR EOC scores

<b>Goal 4 Curriculum and Instruction Program</b> 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
Review course audit for need of reinstating courses like Certified Nurse Assistant and Pharmacy Tech.	Course Needs assessment, time allotted in master schedule	Principal, APC&I, Nurse, Counselor	August – June	Needs assessment
Continue instruction of 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.	Kilgo Data and Research	Principal, AP of C&I, Curriculum coordinators, Asst. Supt. of C&I	August - June	Kilgo Alignment
Provide library books of high interest and appropriate reading levels that can be incorporated into the ELA curriculum.	Librarian ELA teachers	Local	August - June	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.

<b>Goal 4 Curriculum and Instruction Program</b> 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 Coordinators, Department Chairs, APC&I, Asst. Supt. of C&I	August - May	Budget, Conference certificates and/or voucher requests
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in PAP/AP classes.	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 AP/PAP science and mathematics courses that have advanced course weight.	Copier, printed materials, Board Policy	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.

<b>Goal 4 Curriculum and Instruction Program</b> 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 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.

<b>Goal 5 Personnel</b> STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide In-service on Student Expectations for TAKS and STAAR EOC.	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 PLCs.	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 ELA, mathematics, social studies and science according to staffing levels	Course offerings, Texts, Staffing	Principal, Counselor, Assistant Principal	August - May	Teacher grid sheets
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

<b>Goal 5 Personnel</b> STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA
Provide staff development for paraprofessionals that would increase their ability to assist in instructing ELA 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
Evaluate Program Effectiveness	Evaluations, Planning time	Principal, Department Chairs	August-June	Walkthrough forms, Lesson Plans, Team Mtg Minutes, Monitor Kilgo
Provide quality staff development to ensure that all core teachers are highly qualified.	Title II-A	Director of Special Programs, Asst Superintendent, Principal	August - June	Staff development surveys, annual review of teacher certificates
The district will provide reimbursement for the ExCET/TEExES 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
Maintain highly qualified staff in all subjects.	Time	Dir. of Special Programs, Personnel Director, Principal, Teacher	August-June	H/Q--teacher certificates
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, Ed Jobs	August 2011 - June 2012 SW Component 2, 3, 9	TAKS results TELPAS results STAAR EOC 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 of 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.

<b>Goal 6 Student Performance</b> 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 (OER)	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

<b>Goal 6 Student Performance</b> 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, R-Tech 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, Counselor, UIL Coordinator, Central Office Personnel	April-May	SAT/ACT scores, UIL spring meet list
Utilize student assessment data management system (AWARE) for analyzing TAKS/STAAR/testing data, developing benchmarks, and building TEKS-aligned assessments.	Curriculum Director, Principals, AP of C&I, Curriculum coordinators	Local  Elem & Intermediate	September 2011 – June 2012 SW Component 1,2,8	TAKS results TELPAS results Benchmark Results STAAR EOC Results
Revise plan and procedures for meeting AYP in special ed. reading and math performance measures (SIP)	Principal, AP of C&I, Counselors, Sp. Ed. Dir. r Diags, Teachers, ESC 20, School Intervention Plan	Local Title II-A	September 2010-June 2011	TAKS scores Benchmark Results STAAR EOC Results
Monitor number of special education students in less restrictive environment.	Principal AP of C&I Counselors Special Ed. Director Diags Special ed.teachers	Local	September 2011-June 2012	PEIMS reports Performance Indicator Level-PBMAS

<p>Provide intensive, sustained professional development to address the needs of student expectations, differentiated instruction in the inclusion classroom, instructional strategies for student engagement, and effective use of content mastery.</p>	<p>Assistant Sup. of C&amp;I          Director of Special Ed.          Director of Special Prog.          Campus Administrators          ESC 20 SpEd Facilitators          Contracted Services/Kilgo</p>	<p>Local          Title II-Part A          SCE          Title I</p>	<p>September 2011-June 2012</p>	<p>TAKS/STAAR results          TELPAS results          PBMAS indicators          AYP results</p>
<p>Target the student expectations/objectives for <i>at-risk</i> students and implement STAAR/TAKS acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards, be provided effective and timely assistance.</p>	<p>Assistant Sup. of C&amp;I          Director of Special Ed.          Director of Special Prog.          Campus Administrators          ESC 20 SpEd Facilitators          Contracted Services/Kilgo          Curriculum Coordinators</p>	<p>Local          Title II-Part A          SCE</p>	<p>August 2011-June 2012</p>	<p>TAKS/STAAR results          TELPAS results          PBMAS indicators          AYP results</p>

**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

<b>Goal 7 Organization and Management</b> STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA
Continue random drug testing program	Budgeting, Money	Principal, Asst. Principal, Counselor, Ath. 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, Counselor, FCCLA, Student Council 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

<b>Goal 7 Organization and Management</b> 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 (TXEIS)	Local funds	Principal, Teachers, Counselor	August-May	Computer print-outs, Computer history
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

<b>Goal 7 Organization and Management</b> 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, Ath. 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 Expectations in opening school assembly	Student-Parent Handbook	Principal, Asst. Principal	August, First Day of School	Students will understand rule changes and be reviewed on general expectations
Discussion of school and classroom expectations of student behavior in small groups	Student Handbook, Classroom Rules	Asst. Principal, Teachers	First Day of School, and first week	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.
Provide an Anti-Bullying Presentation for each grade-level.	Presenters	Student Resource Officer, APs, Principal	August - May	Decrease in reports and referrals for bullying to the SRO and Asst. Principal.
Encourage club sponsors to require student involvement in charitable community causes	Sources of community charitable causes	Club Sponsors	August - May	Activity logs

<b>Goal 7 Organization and Management</b> 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 and climate; discipline referrals will decrease
Increase communication with local law enforcement agencies regarding prevention of violence. Coordinate an evacuation plan and other necessary plans in the case of an emergency situation.	Communication meetings between school officials and law enforcement agencies	Principal, Assistant Principals	On-going	Planned drills, such as long distance fire drills
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
Require student organizations/clubs to participate in community-based service activities at elementary, intermediate, middle school and high school	Sources of community-based services	Club Sponsors	August - 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, SRO, FCCLA and health teachers	August - June	Documentation of communication and programs implemented

**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.

<b>Goal 8 Research, Development, and Evaluation</b> 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; R-Tech Grant	Principal, Asst. 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, Sp Ed., ESL, etc.) and visit schools with exceptional programs	\$3,000 for substitutes, Travel Money	Principal, Asst. Principals, Counselor, Special Ed Director	August - May	Certificates or documentation
Continue vertical and horizontal team meetings, including implementation of core area (PLCs)	Informal and formal departmental meetings across grade levels, Subs/ funding for subs	Principal, APC&I, Asst. Superintendent, Curriculum Coordinators	August - May	Sign-in sheets, curriculum maps
Monitor upgrade cycle for computers issued to departments, admin, and counselors	\$10,000 for hardware/software, licenses, training	Principal, Technology Coordinator, Teachers	August - May	PO's and received items

**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.

<b>Goal 9 Technology</b> 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, admin, 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 by providing internet access to all academic areas	Devine ISD funds, Computer Lab time	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

**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.

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

## Use of Other Resources

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

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. NCLB, Title I, Part A-Devine ISD uses its Title I funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. NCLB, Title II, Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.
5. NCLB, Title 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. Ed Jobs -The Education Jobs Fund (Ed Jobs) program is a new Federal program that provides assistance to States to save or create education jobs for the 2010-2011 and 2011-12 school years. Jobs funded under this program include those that provide educational and related services for early childhood, elementary, and secondary education.

## Overview of State Compensatory Education

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

### Students Eligibility

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

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

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

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

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

## District SCE Policies and Procedures

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

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.
- (6) Devine ISD combines its SCE funding with Title I School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not Title I campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I school wide program (on a campus with over 50% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

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

## Campus-Level SCE Services 2011-2012

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/STAAR.					
<b>Strategy/Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>In School Math &amp; Science Enrichment (STAAR Intervention)</b> Students receive additional academic instruction to achieve mastery of STAAR objectives.	3 certified teachers (0.26 FTEs) SCE-\$36,239	Principal Certified teachers	August 2011- June 2012	Practice TAKS tests Grade cards Benchmarks	STAAR results
<b>After School &amp; Saturday School Tutorials</b> -Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives.	Certified teacher SCE-\$4,500 Supplies R-Tech Grant	Principal	August 2011- May 2012	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
<b>Dyslexia</b> – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$500 Supplies Local	Principal Counselor	August 2011- May 2012	Benchmarks Lexia reports	Reading/ELA grades ELA TAKS/STAAR
<b>Staff Development</b> —Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level.	SCE -\$2,000 Local Title II-Part A Title I, Part A- AYP res.	Principal Asst. Sup. C&I Dir Spec. Prog/ Personnel	August 2011- May 2012	360 observation tool	Administrative observations of at-risk strategies applied in the classroom.
<b>Summer School</b> -Certified teachers provide accelerated instruction to students who have failed a TAKS or EOC test and are eligible for re-testing.	Certified teachers (3.0 FTEs) SCE-\$10,000	Principal AP of C&I	June/July 2012	Teacher tests Progress reports	TAKS exit results EOC results
<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.	1 principal 2 certified teachers (3 FTEs) SCE-\$165,000 Supplies SCE-\$5,000 (incorporated w/ MS funds)	DAEP Principal DAEP Teachers	August 2011- June 2012	Teacher tests Grade cards	Passing grades Stay in school

## Devine High School--SCE Services 2011-2012

**Objective:** To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the TAKS/STAAR.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
<b>JJAEP</b> -Participate in Atascosa JJAEP as an alternative to expulsion	(same funds as above)	Superintendent MS/HS Principals, APs DAEP Principal	August 2011- June 2012	First semester record of student attendance	Yearly record of student attendance
<b>Provide PGP</b> (Personal Graduation Plan) for students that fail state assessment and daily rate for TAKS/EOC re-testers.	Counselor (1.0 FTE) SCE -\$2,000 Local	Principal Asst. Principal Counselor AP for C & I	August 2011- June 2012	Grade cards	Pass TAKS/EOC
<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 SCE-\$1,000	Principal	August 2011- June 2012	Teacher tests Grade cards	Passing all core subjects
<b>TAKS/STAAR Materials</b> -Core curricula is augmented by teachers using TAKS/EOC materials to help students achieve TAKS/EOC objectives.	Instructional supplies SCE-\$3,900	Principal	August 2011- June 2012	Teacher tests Grade cards	Passing applicable component of TAKS/EOC

## Devine High School

<b>Additional Services available to support At-Risk Students (not funded by SCE)</b>					
<b>PLATO Lab</b> – Provide student support and remediation for core subject areas and TAKS/STAAR with PLATO software	Local	Principal	August 2011- June 2012	Pre/Post Test	TAKS/EOC results Passing core subjects
<b>District SRO</b> will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk	August 2011- June 2012	6 weeks Attendance Reports, SRO Reports	Annual Attendance Reports
<b>Optional Flex Year Program</b> - In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that failed TAKS/EOC or are in danger of failing a grade level and/or did not meet attendance requirements in order to maintain grade level equivalency and pass specific subject areas.	Local PLATO Lab	Principal APs AP of C&I, Teachers	May 22-June 1, 2012	Benchmarks TAKS/EOC Report cards	EOY Assessments Report Cards

### School Improvement Plan (SIP)

<b>LEA Name:</b> Devine ISD	<b>Campus Name:</b> Devine High School
<b>CDN:</b> 163901	<b>Campus Number:</b> 001
<b>Date:</b>	<b>Date SIP was Approved by Local Board:</b>

#### Section I: Area(s) of Low Performance and Target Groups

*Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).*

Hispanic and Economically Disadvantaged Math Student population groups were the areas of low performance.

#### Section II: Process for Evaluating Progress Toward Meeting Performance Standards

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.*

Math teachers are designing open ended response questions in addition to constructed response assessment items as part of the common (3 -6 weeks) and benchmark assessments (December). Classroom assessments and grades will also be used to monitor student progress.

#### Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	Attend Kilgo* data decision making training and implement strategies that allow teachers to align all instruction to the depth and complexity of the state curriculum. (*In depth training is deconstructing the TEKS & SE to align instruction and assessment practices.)	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Curriculum_Assessment	Curriculum Sequence / Pacing	Kilgo scope and sequences are being used by the entire district and a DISD customized lesson plan reflecting essential areas to address in a quality lesson is being developed. More in-depth planning time for teachers to ensure fidelity across math courses and math intervention support classes.	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Parents_Community	Parent Education / Adult Education	Freshman parents can receive information on the new STAAR assessment; College Night scheduled; parents communicated with when students are "at-risk" of failing at 3 and 6 weeks; parent listserve accessible through the DISD website (grades); teacher email encouraged through publicized email addresses; teachers all have phones in their classroom and must return phone calls within 24 hours; parent climate survey on the website.	Numbers of attendees; number of phone calls and parent conferences; number of portal "hits"	Improved parent-teacher-student communication; improved student grades; survey results used to inform campus decisions.	Counselors, Math teachers, math department chairperson, administrators
TAKS	Instruction	Rigorous and Relevant	Teachers are developing open ended questioning strategies and open ended assessment questions to foster higher order thinking. Strategies as part of an interactive lecture where the teachers will teach for ten minutes then have the students respond to OEQ or a task such as pair share or write pair share in response to the OEQ. Teachers are also adding quick writes in the interactive lectures having students summarize key concepts or respond to OEQ.	Lesson Plans; walk throughs; benchmark/common assessments	TEKS & SE designed lessons depicting OEQ, quick writes, think-write-pair-share/pair-square; Student mastery levels over 80% on assessments collected on Eduphoria reports; examination of specific student progress	Math teachers, math department chairperson, administrators
TAKS	Student_Support	Effective Intervention Strategies	Provide before/after and during school support focused on TEKS & SE remediation called Pi Time; "Advertise" math support options using School Messenger, Parent Listserve and Campus website to promote Pi Time- Math support	Student attendance, tutorials lesson Plans; walk throughs during tutorials; benchmark/common assessments, grades improvement	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Student_Support	Evaluation of Results (Support/Intervention)	Each teacher will receive a coded student list that depicts math at-risk students; sped, eco dis and use several assessments to progress monitor these student groups and also inform instruction overall. Eduphoria AWARE! Will serve as the student data warehouse recording and tracking.	Eduphoria AWARE! Reports discussed at monthly math emetings and with the principal focused on idetified student groups.	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators
TAKS	Curriculum_Assessment	Alignment – TEKS / Vertical / Horizontal	K-12 Curriculum Coordinators will continue to meet monthly to align TEKS &SEs, discuss "challenging" TEKS & SEs, share ideas, learn from each other, refine the DISD lesson plan design, etc.	Lesson Plans; walk throughs; benchmark/common assessments; observations of math department meetings	Benchmark/common assessments, grades improvement	Math teachers, math department chairperson, administrators