

Devine Middle School Campus Improvement Plan



2011-2012

Roberto R. Muñoz, Principal
Rhonnie Lester, Asst. Principal
Dawn Schneider, Counselor
Adopted November 28, 2011

DEVINE MIDDLE SCHOOL **MISSION STATEMENT**

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

VISION STATEMENT

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

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DEVINE INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Cindy Morales., President
Wayde Anderson., Vice President
Nancy Pepper, Secretary
Carl Brown, Trustee
Rhonda Korczynski, Trustee
Henry Moreno, Trustee
Paula Samudio, Trustee

DISTRICT ADMINISTRATION

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

DEVINE MIDDLE SCHOOL CAMPUS ADMINISTRATION

Roberto R. Munoz, Principal
Rhonnie Lester, Assistant Principal
Dawn Schneider, Counselor

CAMPUS COMMITTEE MEMBERSHIP

SITE-BASED DECISION-MAKING COMMITTEE (SBDM) MEMBERS

Roberto R. Munoz, Administrator/Chairperson
Shari Dishman, Teacher
G. Gerries, Teacher
Michael Fuller, Teacher
Barbara Nelson, Teacher
Roxanne Freas, Teacher
Beth Duncan, Parent
Janise Whitaker, Parent
Donna Rohde, Business Representative
Rick Rodriguez, DISD Administrative Representative

DISTRICT EDUCATION IMPROVEMENT COMMITTEE (DEIC) MEMBERS

Dawn Schneider, Campus Administrative Representative
Michael Fuller, Teacher Representative
John Rotramel, Teacher Representative
Mandy Cross, Teacher Representative
Lauren Mann, Parent Representative

504 COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

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

Director/Consultant: Rick Rodriguez

ADMISSIONS, REVIEW, AND DISMISSAL (ARD) COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

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

Special Education Teachers: Roxanne Freas, Shelly Polasek, Terrie Barron,

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

Director/Consultant: Rick Rodriguez

ATTENDANCE COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Teachers: Traci Blackman, Mandy Cross, Kandi Darnell, AJ Caza

Attendance Clerk: Maryjane Rosales

RESPONSE TO INTERVENTION COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

Teachers: Nancy Haass, Debbie Stiefer, Bill Lorraine, G. Geris

CHILD ABUSE REFERRAL COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

Nurse: Lucrecia Lopez

DEVINE STUDENT ASSISTANCE TEAM (DSAT)

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

Special Education Teachers: Roxanne Freas, Shelly Polasek, Terrie Barron

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

Director/Consultant: Rick Rodriguez

DISCIPLINARY PLACEMENT REVIEW COMMITTEE

Administrator: Rhonnie Lester

Teachers: G. Geris, Mike Fuller

GIFTED/TALENTED COMMITTEE

Administrator: Roberto R. Munoz

Counselor: Dawn Schneider

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

Asst. Supt. of Curriculum & Instruction: Scott Sostarich

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

Administrator: Roberto R. Munoz

Counselor: Dawn Schneider

ESL Teachers: Christian Guerra, Kandi Darnell, Roxanne Freas

Parent: _____

Consultant/Director: Glenda Allen

STUDENT PROMOTION & RETENTION/AT-RISK COMMITTEE

Administrator: Roberto R. Munoz, Rhonnie Lester

Counselor: Dawn Schneider

Teachers: Debbie Stiefer, Terrie Barron, Allen Caza

CURRICULUM COORDINATORS

Administrator: Roberto R. Munoz

Counselor: Dawn Schneider

Curriculum Coordinators:

Reading – Debbie Stiefer

ELA- Kandi Darnell

Math – Nancy Haass

Science – Bill Lorraine

Social Studies – G. Geris

CAMPUS COORDINATORS & OTHER CAMPUS LEADERSHIP POSITIONS

Academic/Grade Level Grade Leaders: 8th grade – Debbie Stiefer; Asst. Willie Beck
7th grade – Terrie Barron; Asst. Christian Guerra
6th grade – Mike Fuller; Asst. Kelly Hurst

Accelerated Reading Coordinator: Traci Blackman

Dyslexia Testing and Instruction Coordinator: Debbie Stiefer, Jenni Hagdorn; Teaching Asst. Abigail Garza

Student Council Sponsors: Barbara Nelson, Terrie Barron

Technology Coordinators: Sharie Miller, Betty Evans

UIL Literary and TMSCA Coordinator: Sharie Dishman

ACADEMIC TEAM MEMBERS

Team 6

Mike Fuller, Team Leader

Traci Blackman
Jonathan Darnell
A. J. Caza
Lon Cozby
Jenni Hagdorn
Nancy Haass
Kelly Hurst

Shana Beaty
Barbara Nelson
Shelly Polasek
Devin Rotramel
Tom Settles

Abigail Garza
Betty Evans

Team 7

Terrie Barron, Team Leader

Willie Beck
Christian Guerra
Mark Mangold
Tobey Tomblin

Mandy Cross
Sharie Miller
Rene Muniz

Bridget Heising
Tisha Peterson
Donna Trott
Suzanne Weltens

Team 8

Debbie Stiefer, Team Leader

Shari Dishman
G. Gerles
Bill Lorraine
Tanya Tilley

Armando Arispe
Kandi Darnell
Roxanne Freas
John Rotramel

Donna Brite
Linda Evans

CAMPUS GOALS LIST

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

- GOAL 2: ENSURE SAFE FACILITIES AND AN ORDERLY ENVIRONMENT WITH AMPLE RESOURCES TO SUPPORT AND ENHANCE STUDENT HEALTH, FITNESS, AND ACADEMIC PERFORMANCE**

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

- GOAL 4: MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CLIMATE**

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

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

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

**TAKS/STAAR Improvement Plan Goal:
IMPROVE TAKS/STAAR PERFORMANCE OF ALL STUDENTS, WORKING TOWARDS ACHIEVING EXEMPLARY SCHOOL STATUS**

Comprehensive Needs Assessment – DMS

Demographics

Data Sources Reviewed

- TxEIS Reports
 - Enrollment
 - Attendance
 - Ethnicity
 - Mobility
 - Economic disadvantage
 - Special programs
 - Class size/enrollment statistics
- Response to Intervention, Student Enrollment and Tracking Lists
- TAKS/STAAR Color Charts
- Special Populations Lists provided by counselor
 - Special education
 - IEPs
 - BIPs
 - Accommodations
 - Bilingual/ESL
 - Dyslexic
 - 504
 - Students with Accelerated Instruction Plans
- PBMAS reports for AYP

Findings/Analysis

Strengths

- Majority of students are fluent English speakers
- Counselor provides comprehensive lists and basic information to all teachers regarding every student on campus who qualifies as a student at-risk or with special needs
- Nurse provides information and routine updates to

Needs

- More timely and more complete access to student performance data from the intermediate school level
- More balanced class sizes
- Training regarding how to read reports, apply data to make it purposeful
- Increased involvement of parents from economically

teachers regarding students with medical needs, special considerations (“medically fragile students”)

- DMS consistently has the highest attendance rate in the district and has achieved Gold Performance Recognition from TEA in this area numerous times

disadvantaged families in motivating students to achieve

- Bilingual students almost always have Spanish as first language, and we must have numerous Spanish speakers on campus to assist with communication

Summary of Needs

The campus has struggled to involve families of low socio-economic status as well as those whose primary language spoken at home is a language other than English. A need exists to involve more parents, to provide parent training and basic education, and to provide additional academic student supports for these families.

Student Achievement

Data Sources Reviewed

- 2010-2011 TEA School Report Card
- 2011 DMS TAKS/STAAR Test results compared with state averages
- TEA AEIS District Data Tables for Accountability
- 2010-2011 TAKS/STAAR Results
- TELPAS Results
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists: Honor Rolls, ABBIT, Thumbs Up, Students of the Week
- TxEIS Attendance Reports
- Horizons Class Lists
- Study Island Reports
- PLATO Reports
- PBMAS Report
- AEIS-It Campus Data Reports

Findings/Analysis

Strengths

- Response to Intervention Program
- Online communication with parents via Gradebook and email
- Recognition of Students: Student of the Week, ABBIT, TAKS/STAAR Commended performers ceremony

Needs

- Full-time position to input/analyze data and guide curricular decisions
- Inclusion teachers or paraprofessionals to assist general education teachers in delivery of accommodations and services

- Color charts to track student achievement from 3rd grade to present
- Content mastery support for all students identified in special populations
- Grade level monitors assigned to all special education students
- Academic teaming to discuss and track student progress, conference with students and parents
- Routine, monthly, department meetings to discuss data and share best practices
- Exemplary level TAKS/STAAR performance in the areas of 7th writing, and 8th social studies
- Rosetta Stone for bilingual/ESL students
- Recognition of Students: attendance drawings, Reward assemblies
- Established campus routines/expectations for teachers' weekly posting/updating of grades
- Re-evaluation of G/T program and curriculum/services provided
- Behavioral unit to serve emotionally disturbed students
- Assessment data provided to all department members in a timely manner
- Additional opportunities for intervention with special education students
- Increased parent involvement for at-risk student populations
- Paraprofessional support person to monitor success of bilingual/ESL and dyslexic students and provide support as needed

Summary of Needs

Improvements in the special education program are needed, including: more inclusion, staffing, greater opportunities for intervention, and behavioral supports. Communication with parents, both online and personally, must continue to increase and improve so parents are aware of students' strengths and weaknesses as well as performance expectations. Data must be continually updated and shared with teachers to focus interventions as well as classroom instruction on areas of greatest need.

School Culture and Climate

Data Sources Reviewed

- DMS Vision Statement
- DMS Mission Statement
- DMS Motto
- DMS Classroom Guideline (P.R.I.D.E.)
- Attendance Reports
- Discipline Reports/Logs
- 2009-10 District/Campus Parent Surveys
- Mentor/Mentee Teacher Surveys
- Tutorial logs

Findings/Analysis

Strengths

- Campus “traditions” which foster an ideal of success in both Academic and Athletic UIL activities: pep rallies, band achievements, TAKS/STAAR Commended Walls
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Number of surveillance cameras to assist with maintaining campus safety: awning at pick-up circle
- Clearly defined emergency procedures with adequate opportunities for practice and feedback
- Policies/procedures in place to address student behavior problems in a timely manner
- Consistently good attendance rate—consistently highest in district
- Clean and orderly campus facilities
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Assistant principal is visible during non-structured times to assist with student management and is accessible to students and staff
- Lunchtime intramurals and activities to engage students and promote teamwork

Needs

- More emphasis on diversity: Spanish elective
- Additional extracurricular programs/activities to involve a greater number and variety of students, especially at the 6th grade level: foster collaboration with DYSA & Little League
- Increased parental involvement, especially in supporting students’ academic success
- Increased teacher visibility in hallways during passing periods and during other non-structured activities to maintain order and safety
- Additional funds/support (previously provided, but cut from budget) to promote and reward students’ exemplary attendance and grades
- Increased opportunities for teacher input and decision-making
- Additional staff needed to promote inclusion of special education students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students
- Consistent classroom rules and enforcement
- Attendance is made a priority and encouraged through student prize drawings

Summary of Needs

DMS has a strong sense of tradition and maintains high expectations for student success. Parents and community are supportive of our campus and extracurricular programs; however, additional parent involvement is needed to promote academic success. There is also a need for additional clubs and/or activities (with paid sponsorships) for more students to have a greater sense of belonging, to discover interests, to have creative outlets, to develop leadership abilities, and to promote school pride and spirit as well as community involvement. There is also a need for greater inclusion and academic support for special education students, especially those in mainstreamed classes.

Curriculum, Instruction and Assessment

Data Sources Reviewed

- Kilgoe Data Analysis:
 - Year and A Glance
 - Vertical Alignment Document
 - Exemplar 5-E Lessons
 - TEKS-Based Pre and Post Assessments
- 2010-11 Fall and Spring Benchmark Results
- TAKS/STAAR Test Results (Color Charts on all current students, test history grades 3 to present)
- Textbooks and Ancillary Materials
- Campus Master Schedule
- PRIDE Tutorial/Intervention Schedules
- Campus Teacher Surveys
- Lesson Plans
- PLATO reports
- Study Island reports
- Department Meeting Agendas/Minutes

Findings/Analysis

Strengths

- AWARE Data Desegregation
- Webb CAT and other TEKS-based assessments
- PLATO, Study Island, and other online intervention supports
- Scientific Minds for science warm-ups, grades 6-8
- Benchmark data used to plan interventions, adjust scope and sequence
- Monthly department meetings to address curricular needs, share best practices

Needs

- Enrichment opportunities for G/T
- Separate G/T classes in all core subjects or pull-out enrichment
- Content mastery support provided for all special population students
- Utilization of Kilgo across core subject areas
- Additional training on implementation of special education accommodations, modification of curriculum, differentiation within the mainstream setting
- More elective course offerings: Spanish, One-Act Play, Health
- Routine homework assistance provided by qualified instructors during before/after school hours: CMC till 4 pm

- Schedule Health instruction separately from P.E. and for ALL students
- More planning/oversight and instruction occurring during PRIDE period for non-UIL and non-intervention students

Summary of Needs

Although we recognize that Kilgoe is a valuable asset to our core area teachers in terms of curriculum alignment and planning, there remains a need for additional training and guidance in its effective and full implementation. There are many questions and concerns regarding G/T, “Horizons,” classes and a need for greater differentiation in instruction and depth of content versus acceleration. Teachers need additional training in the planning and delivery of differentiated lessons so G/T needs are met equally with those of students in special populations. Teachers also see a need for more training in how to implement, as well as more staff support for, special education accommodations in the regular education classroom. Providing some sort of content mastery during the school day for all students with special needs is also seen as an area of great need. Students’ choices are too narrow for electives course offerings, but we realize the limitations of our master schedule and the need to fill an elective teacher’s day, based upon what he/she is certified to teach. There needs to possibly be more exploration into how we could share electives teachers with other campuses to provide more options for our students to discover their talents, interests, and leadership abilities, or training for electives teachers to become core subject certified.

Family and Community Involvement

Data Sources Reviewed

- ABBIT Society Business Sponsorships
- Daily attendance call logs
- DISD Website Calendar of Events
- Parent contact through letters home, email listserv, School Messenger, academic team conference logs
- Devine News articles/announcements pertaining to DMS
- DMS electronic marquee weekly announcements
- Parent Sign-in Sheets/Counts
 - Meet the Teacher
 - Fall Open House
 - March Public Schools Week
 - TAKS/STAAR Commended Performers Ceremony
 - NJHS Induction
 - Awards Days
- Grade-level newsletters
- Parent Volunteer forms sent home with students each year
- Dance and Fieldtrip chaperone lists

- Public performances for Band and UIL One-Act Play
- Observation of large crowds at all athletic events

Findings/Analysis

Strengths

- ABBIT Society Business Sponsorships
- Daily attendance calls and good record keeping
- Website Calendar of Events
- Parent contact through phone calls, letters home, emails, email listserv, School Messenger, academic team conferences
- Devine News articles/announcements pertaining to DMS
- DMS electronic marquee weekly announcements
- Meet the Teacher
- Fall Open House
- March Public Schools Week
- TAKS/STAAR Commended Performers Ceremony
- NJHS Induction
- Awards Days
- Grade-level newsletters each six weeks
- Parent Volunteer and Sponsorship Opportunities forms sent home with students each year
- Numerous parents participate as dance and/or fieldtrip chaperone, work in concession stands during athletic events
- Public performances for Band and UIL One-Act Play
- High attendance at all athletic events

Summary of Needs

More parent and family involvement could be created through classroom assignments instead of always planning after school/evening events which are difficult to schedule around student activities. Full implementation of the CATCH program would involve more parents and community members in physical fitness and health goals. By providing additional clubs or extracurricular activities beyond athletics and UIL to allow students to discover interests, talents and leadership abilities, we could also involve parents as co-sponsors/volunteers/guest presenters.

Needs

- More frequent updating of website and more useful information included
 - Paid personnel and/or time allotted during the school day to be able to make webpage updates, publish newsletters, etc...
- Include more family/parent involvement through projects and presentations in all classes
- Fully implement the CATCH program to involve community participation as program intends
- Provide additional clubs or extracurricular activities beyond athletics and UIL to allow students to discover interests, talents and leadership abilities. Involve parents as co-sponsors/volunteers.
- Community members/leaders reading Words of Wisdom for daily announcement series

School Context and Organization

Data Sources Reviewed

- Campus master schedule
- PRIDE student rotations, schedule
- Survey Monkey reports
- AEIS report
- District Parent Surveys
- Duty Rosters
- Tutorial logs
- Missing Assignment reports
- Student and Staff Attendance reports

Findings/Analysis

Strengths

- Time for interventions/tutoring during the school day
- Service organizations to school and community – Student Council and NJHS
- Large number of students involved in athletics, band, and academic UIL events provided year-round

Needs

- More direction/oversight needed for better utilization of PRIDE time for all students
- More clearly defined expectations and training for implementation of differentiation for G/T students in all classes
- Revisit parameters for Horizons class qualifications/enrollment
- Provide structured time for students before/after school to assist with academic needs
- More consistency in class sizes, especially with science and social studies where all special education students are mainstreamed
- Increased communication between administrators and teachers
- Balance time out of classroom for training and meetings: prioritize and focus need
- Time to improve and to realize systemic change results
- Academic interdisciplinary teams to routinely monitor and address needs concerning student success
- Blocked classes in math (double amount of

time/instruction per day)

- Time for teacher training and sharing of information with administration during academic teaming
- Academic teams have liaisons to communicate important information to teachers not on teams

Summary of Needs

The organization of PRIDE classes could be improved upon to better utilize time and deliver instruction to improve performance of all students. G/T student services and qualifications for entry into and exit from accelerated courses should be revisited to best meet the needs of our advanced learners. Flexible scheduling options should be studied for students whose schedules are “locked” due to choice of electives, special education or advanced classes as it causes other classes on campus to be overloaded certain periods of the day.

Technology

Data Sources Reviewed

- Campus STAR Chart/Report
- February 2009 Campus Staff Development Survey

Findings/Analysis

Strengths

- Projectors and Airliners in all classrooms
- Most classrooms have 1-4 computers for student use
- 3 computer labs on campus, 2 available for teachers to bring classes for research and instruction
- PLATO and Study Island intervention software
- United Streaming resource for building context, engaging students in study topics
- Online gradebook program to track student success and give parents real-time access to grades/student progress
- Scientific Minds program utilized in all science classes for vertically aligned, spiraled warm-up
- Elmo document projector, Flip video cameras, and digital cameras available in library to be checked out for classroom use
- Graphing calculators used in math department

Needs

- Staff training/development is needed in the use and implementation of available technology
- Funding to maintain equipment without sacrificing department instructional supply budgets (i.e. for purchase of projector lightbulbs)
- Funding to upgrade equipment and stay up to date with current trends (i.e. iTouches, podcasts, laptops for student use in classrooms)
- Greater freedom to access web for research and web/computer-based projects that provide students real-life examples of how computers are used in higher education and the workplace
- Lab availability/computer access for students outside the school day to complete research and class assignments
- More graphing calculators (Math)

- Immediate response/electronic feedback system in science
- Promethean boards in core classes

Summary of Needs

The availability of various kinds of technological equipment for use by teachers and students is a strength; however, there is a need for more training of staff to be able to more fully utilize what is available. Funding for the upkeep and updating of technology must also be made a priority in the budget. Students and staff need greater freedom to access web-based research and applications.

STUDENT PERFORMANCE DATA

A SIDE-BY-SIDE COMPARISON OF OVERALL CAMPUS TAKS/STAAR SCORES

<u>2003 TAKS/STAAR Scores</u> (2 SEMs below Panel Recommendation)		<u>2004 TAKS/STAAR Scores</u> (1 SEM below Panel Recommendation)		<u>2005 TAKS/STAAR Scores</u> (scored at Panel Recommendation)		<u>2006 TAKS/STAAR Scores</u> (scored at Panel Recommendation)		
Reading	87.7	Reading	88.0	Reading	83.7	Reading	83	
Math	65.3	Math	69.0	Math	63.3	Math	67	
Writing	78.2	Writing	88.0	Writing	87.0	Writing	91	
Social Studies	98.3	Social Studies	92.0	Social Studies	94.0	Social Studies	83	
						Science (scored at 1 SEM below)	63	
<u>2007 TAKS/STAAR Scores</u> (scored at Panel Recommendation)		<u>2008 TAKS/STAAR Scores</u> (scored at Panel Recommendation)		<u>2009 TAKS/STAAR Scores</u> (scored at Panel Recommendation) 2009 Report vs. 2010 Report		<u>2010 TAKS/STAAR Scores</u> (scored at Panel Recommendation)		
Reading	88	Reading	96	Reading	93	85?	Reading	89
Math	71	Math	78	Math	79	76?	Math	83
Writing	94	Writing	98	Writing	98	96?	Writing	92
Social Studies	88	Social Studies	89	Social Studies	90	90	Social Studies	94
Science (scored at 1 SEM below)	71	Science	67	Science	70	70	Science	69

SCHOOL REPORT CARD

District Name: *Devine Independent School District*
 Campus Name: *Devine Middle School*
 Campus Number: *163 901 041*
 Accountability Rating for 2010-2011 School Year: *Acceptable*

ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) REPORT

November 2011
 PAGE 1

TEXAS EDUCATION AGENCY

2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE ISD
CAMPUS NAME: DEVINE MIDDLE SCHOOL
CAMPUS NUMBER: 163901041
 Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2011				2010				Required Improvement			Status by Measure		
	Number Met	Number Taking	Pct Met	Stu Grp %	Number Met	Number Taking	Pct Met	Met Min Size	Act Chg	RI	Met RI?	STD	RI	EXCP
Reading/ELA (70%/80%/90%)														
All Students	353	410	86%	100%	377	423	89%		-3			RE	-	-

RE

Devine Middle School Campus Improvement Plan 2011-2012

-	African Amer	*	*	*	*	*	*	*	*	*	-	-	-		
RE	Hispanic	213	254	84%	62%	228	264	86%	-2	RE	-	-			
EX	White	131	145	90%	35%	146	156	94%	-4	EX	-	-			
RE	Econ Disadv	193	238	81%	58%	213	248	86%	-5	RE	-	-			
	Writing (70%/80%/90%)														
EX	All Students	116	125	93%	100%	129	143	90%	3	EX	-	-			
-	African Amer	*	*	*	*	*	*	*	*	*	-	-	-		
EX	Hispanic	72	77	94%	62%	76	86	88%	6	EX	-	-			
EX	White	43	46	93%	37%	51	55	93%	0	EX	-	-			
EX	Econ Disadv	63	70	90%	56%	75	84	89%	1	EX	-	-			
	Social Studies (70%/80%/90%)														
EX	All Students	138	147	94%	100%	138	151	91%	3	EX	-	-			
-	African Amer	*	*	*	*	*	*	*	*	*	-	-	-		
EX	Hispanic	82	90	91%	61%	85	96	89%	2	EX	-	-			
EX	White	*	*	98%	*	*	*	96%	2	EX	-	-			
EX	Econ Disadv	79	84	94%	57%	81	89	91%	3	EX	-	-			
	Mathematics (65%/80%/90%)														
RE	All Students	340	410	83%	100%	350	424	83%	0	RE	-	-			
-	African Amer	*	*	*	*	*	*	*	*	*	-	-	-		
RE	Hispanic	205	254	81%	62%	211	265	80%	1	RE	-	-			
RE	White	125	145	86%	35%	136	156	87%	-1	RE	-	-			
AA	Econ Disadv	186	238	78%	58%	197	249	79%	Yes	-1	1	No	AA	-	-

Science (60%/80%/90%)															
RE	All Students	117	148	79%	100%	103	150	69%	Yes	10	6	Yes	AA	RE	-
-	African Amer	*	*	*	*	*	*	*		*			-	-	-
AA	Hispanic	65	90	72%	61%	56	95	59%	Yes	13	**	No	AA	-	-
EX	White	48	53	91%	36%	46	54	85%		6			EX	-	-
AA	Econ Disadv	61	84	73%	57%	53	88	60%	Yes	13	**	No	AA	-	-

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

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

-	Reading/ELA														
-	ELL Students	17	20	85%		*	*	89%		-4			-	-	-

COMMENDED PERFORMANCE TABLE (na/15%/25%)

	Performance Results	Number at Commended	Number Taking	Pct at Commended	Stu Grp %
EX	Reading/ELA				
RE	All Students	124	410	30%	100%
RE	Econ Disadv	48	238	20%	58%
RE	Mathematics				
AA	All Students	76	410	19%	100%
AA	Econ Disadv	28	238	12%	58%

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

TEXAS EDUCATION AGENCY

2011 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DEVINE ISD
 CAMPUS NAME: DEVINE MIDDLE SCHOOL
 CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

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

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
20	4	N/A	N/A	N/A	N/A

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	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

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

	#	# 7-8	Dropout	Stu	#	# 7-8	Dropout	Met	Act		Met
	Dropouts	Graders	Rate	Grp	Dropouts	Graders	Rate	Min	Chg	RI	RI?
				%				Size			
All Students	0	331	0.0%	100%	1	323	0.3%		-0.3		
African Amer	0	0	-	0%	*	2	*		*		
Hispanic	0	213	0.0%	64%	0	186	0.0%		0.0		
White	0	111	0.0%	34%	1	133	0.8%		-0.8		
Econ Disadv	0	184	0.0%	56%	0	166	0.0%		0.0		

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

November 2011

TEXAS EDUCATION AGENCY

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

DISTRICT NAME: DEVINE ISD

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.

Special formats ('*') are used to protect student confidentiality.

Summary of Gold Performance Acknowledgments

Earned 1 acknowledgment(s) out of 8 evaluated.

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

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

Advanced Course/Dual Enrollment Completion (2009-10): NOT APPLICABLE

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses

All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

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

AP/IB Results (2009-10): NOT APPLICABLE

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	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

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

November 2011

TEXAS EDUCATION AGENCY

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

DISTRICT NAME: DEVINE ISD

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

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

Attendance Rate (2009-10): ACKNOWLEDGED

Student Groups	Total Days Present	Total Days Absent + Present	Student Group Percent	Attendance Rate
All Students	74,263	76,858	100%	96.6%

African American	*	18	0%	*
Hispanic	48,182	49,846	65%	96.7%
White	25,041	25,938	34%	96.5%
Economically Disadvantaged	43,796	45,543	59%	96.2%

Attendance Rate standard for your acknowledgment is 96.0%.

College-Ready Graduates (Class of 2010): NOT APPLICABLE

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	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

College-Ready Graduate data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Reading/ELA: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	124	410	100%	30%
African American	*	*	*	*
Hispanic	64	254	62%	25%
White	56	145	35%	39%
Economically Disadvantaged	48	238	58%	20%

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

CAMPUS NAME: DEVINE MIDDLE SCHOOL
 CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable
 Grade Span: 06 - 08

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

Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	76	410	100%	19%
African American	*	*	*	*
Hispanic	34	254	62%	13%
White	39	145	35%	27%
Economically Disadvantaged	28	238	58%	12%

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

Commended on Writing: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	35	125	100%	28%
African American	*	*	*	*
Hispanic	18	77	62%	23%
White	17	46	37%	37%
Economically Disadvantaged	9	70	56%	13%

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	38	148	100%	26%
African American	*	*	*	*
Hispanic	18	90	61%	20%

White	20	53	36%	38%
Economically Disadvantaged	18	84	57%	21%

November 2011

TEXAS EDUCATION AGENCY

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

DISTRICT NAME: DEVINE ISD

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

Analysis groups used to determine acknowledgment are highlighted in BLUE.

Special formats ('*') are used to protect student confidentiality.

Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
All Students	32	147	100%	22%
African American	*	*	*	*
Hispanic	16	90	61%	18%
White	16	*	*	31%
Economically Disadvantaged	14	84	57%	17%

Comparable Improvement: DOES NOT QUALIFY

	Total Number of Matched Students	Quartile
Reading	368	Q4
Mathematics	365	Q3

[Link to the 2011 Comparable Improvement Report](#)

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

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

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

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

November 2011

TEXAS EDUCATION AGENCY

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

DISTRICT NAME: DEVINE ISD

CAMPUS NAME: DEVINE MIDDLE SCHOOL

CAMPUS NUMBER: 163901041

Campus Rating: Academically Acceptable

Grade Span: 06 - 08

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

SAT/ACT Results (Class of 2010): NOT APPLICABLE

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

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

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

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

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

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

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

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

CAMPUS IMPROVEMENT PLAN

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

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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: ASSESS STUDENT PERFORMANCE AND TARGET STUDENTS IN NEED OF ADDITIONAL INSTRUCTION THROUGH IMPLEMENTATION OF THE CAMPUS TAKS/STAAR IMPROVEMENT PLAN, DEPARTMENTAL AND INTERDISCIPLINARY TEAM PLANNING					
1	Revise and monitor implementation of the TAKS/STAAR Improvement Plan, and oversee/coordinate PRIDE class curriculum	TAKS/STAAR test results; Benchmark results; AWARE software; Ancillary textbook materials; UnitedStreaming TAKS/STAAR-related workbooks and software; Time for planning, Study Island	Principal R. Munoz; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – July Benchmark 1 – November Benchmark 2 – March	CIP List of Curriculum Coordinators; DMS TAKS/STAAR Improvement Plan; PRIDE Class Assignment Files; Tier Documentation
2	Administer campus-wide Fall/Spring assessment tests for all students in their TAKS/STAAR tested areas	Released TAKS/STAAR tests; answer documents; pencils	Principal R. Munoz; Coun. D. Schneider	Benchmark 1 –November & January (7 th grd. writing only) Benchmark 2 – March	Tier Pride Schedule
3	Administer additional benchmark tests as deemed necessary for those who score 75 percent or below on campus-wide benchmarks	Released TAKS/STAAR tests; WebCAT; answer documents; pencils	Principal R. Munoz; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	Fall/Spring	Benchmark calendar
4	Identify targeted performance standards on benchmark tests	DEIC District Improvement Plan, TAKS/STAAR test results; Benchmark test results; AEIS-it! data; Time for planning and identifying targets	Principal R. Munoz; Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	Fall/Spring	Minutes of TAKS/STAAR Coordinator Meetings
5	Use benchmark testing results to form small tutorial groups which focus on weakest Tier performance objectives	Plato TAKS/STAAR test results; Benchmark test results; AEIS-It! data; Time to assess data and plan; Study Island	Coun. D. Schneider; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – May	PRIDE class lists; Tutorial group list; Tutorial Attendance logs; Tier
6	Allocate equitable amounts of campus budget for supplies and materials to departments according to numbers served and departmental need	Budget for Materials and Supplies	Principal R. Munoz; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	September – March	Purchase orders
7	Provide teachers direction and instructional materials for administering a daily warm-up activity in a TAKS/STAAR-tested area	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – June	Lesson plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
8	Provide teachers direction and instructional materials for including TAKS/STAAR-formatted questions on all tests	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – June	Teachers' test files
9	Provide daily TAKS/STAAR practice in areas of identified weakness in PRIDE classes for Tiered students as part of RTI	Budget for Materials and Supplies	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – June	Tier teacher documentation
10	Tutor and/or mentor low performers and at-risk students during the Pride period.	Time in bell schedule	<u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August – June	TAKS/STAAR tutor logs
11	Train reading teachers in Texas Middle School Fluency Assessment strategies and administer tests to all identified at-risk readers in grade 7.	substitutes; testing supplies; time allotted for testing	Principal R. Munoz; ELA Curriculum Coordinator D. Stiefer	September – December and April	Training certificates; substitute logs; intervention/testing logs
12	Meet Federal standard for curriculum alignment and assessment through TEKS & ELPS Alignment of Campus Curriculum.	Local	Principal R. Munoz, <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries	August 2011 - June 2012 SW Component 2,4,9	KILGOE/CSCOPE Instructional Focus Doc. (IFD) Vertical Alignment documentation Year-At –A-Glance ITBS, TAKS/STAAR
13	Reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings with the use of classroom teachers, interventions, and instructional aides.	Local, SCE	Principal R. Munoz, <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer, K. Darnell, G. Geries; CMC member	August 2011 - June 2012 SW Component 2, 9	TAKS/STAAR Results; TELPAS Results
14	Monitor the number of special education students in less restrictive environment to reduce PBMAS indicator #7.	Local	Principal R. Munoz, Couns. D. Schneider; ESL Teachers; Dir. Special Programs G. Allen	Spring 2011	Performance Indicator Level on PBMAS

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
15	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.	Local Title II-Part A SCE	Assistant Sup. of C&I Director of Special Ed. Director of Special Prog. Campus Administrators ESC 20 SpEd Facilitators Contracted Services/Kilgo Curriculum Coordinators	August 2011-June 2012	TAKS/STAAR results TELPAS results PBMAS indicators AYP results
16	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.	Local Title II-Part A SCE	Assistant Sup. of C&I Director of Special Ed. Director of Special Prog. Campus Administrators ESC 20 SpEd Facilitators Contracted Services/Kilgo Curriculum Coordinators	August 2011-June 2012	TAKS/STAAR results TELPAS results PBMAS indicators AYP results
OBJECTIVE 2: DEVELOP "CURRICULUM ON THE WALL" PROJECT IN ORDER TO REVISE CURRICULUM MAPS IN CORE SUBJECT AREAS AND ELECTIVES CLASSES TO ASSIST TEACHERS IN EFFECTIVE LESSON PLANNING, TO ENSURE VERTICAL ALIGNMENT OF TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS), AND TO ENSURE INSTRUCTIONAL MODIFICATIONS ARE MADE FOR ALL STUDENTS SERVED IN SPECIAL PROGRAMS					
17	Provide teachers with current assessment data so that curriculum maps can be revised to reflect areas of needed improvement	TAKS/STAAR test results; Benchmark test results; AEIS-it! data; Time for compiling and interpreting data; C. Scope	Curriculum Coordinators: B. Lorraine, N. Haass, T. Barron, K. Darnell, G. Geries, D. Stiefer,	Fall/Spring	Curriculum maps
18	Cluster Gifted/Talented students in homogenous groups within core subject area classes (ELA and math) and provide enriched curriculum for these students	G/T budget	Coun. D. Schneider; G/T teachers	August – June	Class rosters; Lesson plans
19	Provide Gifted/Talented students with opportunities to attend fieldtrips which enrich their advanced studies	G/T budget; Time to research and plan for trip; Long distance phone service; Bus driver	Principal R. Munoz; G/T teachers; Dir. of Transportation M. Aaron	August – June	Campus activity calendar; Purchase orders, Travel requests
20	Integrate core subject area TEKS and TAKS/STAAR objectives into electives curriculum maps	Time for planning and integration	Principal R. Munoz; Electives teachers	August – June	Curriculum maps; Lesson plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
19	Provide curriculum mapping training to all teachers	Time for training; Region 20 or other trainer; substitutes	Asst. Supt.S. Sostarich; Principal R. Munoz;	August – June	Staff development training certificates; P.O. proof of trainer payment; Absence from Duty rosters
20	Develop curriculum consistency in core subject areas across the grade levels through vertical teaming	Time for training; Region 20 or other trainer; substitutes; C. Scope	Asst. Supt. S. Sostarich; Principal R. Munoz; Core subject area teachers	August – June	Campus activity calendar; Staff development training certificates; P.O. proof of trainer payment; Absence from Duty rosters; Meeting sign-in sheets
21	Verify TEKS are aligned properly and are being covered at the appropriate grade levels, 6 th -7 th -8 th	Time for verification	Asst. Supt. S. Sostarich; Principal R. Munoz; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer,K. Darnell, G. Geries	August – June	Lesson plans; Curriculum maps
2	Meet federal standards for curriculum alignment and assessment through TEKS and ELPS alignment of campus curriculum.	Local	Asst. Supt. S. Sostarich; Principal R. Munoz; <u>Curriculum Coordinators:</u> B. Lorraine, N. Haass, D. Stiefer,K. Darnell, G. Geries	August 2011-June 2012 SW Component 2, 4, 9	KILGOE/CSCOPE
23	Accelerate instruction in grades 7 and 8 for students with advanced math skills to receive Pre-algebra as 7 th graders and Algebra I as 8 th graders for high school credit	Textbooks and ancillary materials; C. Scope	Principal R. Munoz; Coun. D. Schneider; Math Dept. Chair N. Haass	August – June	Class rosters; Curriculum maps, Lesson plans; Report cards
24	Instruct students in personal finance education and “real-world” math applications in all math classes	Textbooks and ancillary materials	Math Dept. Chair N. Haass; Math teachers including spec. ed. and TAKS/STAAR	August – June	Lesson plans
25	Improve students’ reading skills through utilization of the Accelerated Reading program	STAR test software; Library materials budget	A.R. Coordinator T. Blackman; Reading teachers including spec. ed. and TAKS/STAAR	August – June	STAR test reports; Library circulation records; Report cards
26	Provide library books of high interest and appropriate reading levels that can be incorporated into the ELAR curriculum.	Local	Librarian G. Wilkins; ELAR Teachers	August-June SW Component 2	Library Circulation Records
27	Identify all students’ functional vocabulary/reading level through use of the Accelerated Reader program and STAR reading test software	STAR test software	ELA Curr. Coord. D. Stiefer; A.R. Coord. T. Blackman; Reading teachers including spec. ed. and TAKS/STAAR	August, December & June	STAR test reports; Lesson plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
28	Require regular written responses to TAKS/STAAR prompts in all language arts classes, graded according to the TAKS/STAAR grading scale	Sample TAKS/STAAR prompts	ELA Curr. Coord. D. Stiefer; all Lang. Arts teachers including spec. ed. and TAKS/STAAR	Six times annually—once each grading period	Lesson plans; Grade records
OBJECTIVE 3: IMPROVE CAMPUS ATTENDANCE RATES AND REDUCE DROP-OUT RATES THROUGH IMPLEMENTATION OF THE DISD EXEMPLARY ATTENDANCE PLAN (ADOPTED APRIL 2006)					
29	Check for teachers' accurate input of attendance data each class period	Gradebook	AP R. Lester; Attend. Clerk A. Garza	Daily, August – June	Gradespeed daily attendance reports; Teachers' attendance correction notifications
30	Utilize School Messenger for parent notification of absences; make courtesy calls daily to inform parents of their student's absence, offer homework collection, and answer questions regarding documentation of the absence upon the student's return to school.	DISD Exemplary Attendance Plan Local	AP R. Lester; Attend. Clerk A. Garza; L. Lopez Instructional Asst. A. Garza; Team members	Daily, August – June	Attendance clerk call logs
31	Make home visits as necessary to ensure valid reason for absence and check proof of residency	SRO, Transportation budget	AP R. Lester; SRO E. Smith; L. Lopez	August – June	SRO daily activity logs; Attendance clerk records
32	Run weekly reports to ensure compliance with local policy and state laws regarding Thwarting Compulsory Attendance and required Attendance for Class Credit	DISD Exemplary Attendance Plan, TXEIS Attendance software, Paper, ink and storage notebooks—supplies budget	AP R. Lester; Attend. Clerk A. Garza	Fridays, weekly August – June	TXEIS Excessive Absence reports
33	Send warning letters, hold attendance committee meetings, and file charges as warranted to comply with local policy and state laws regarding Thwarting Compulsory Attendance and required Attendance for Class Credit	DISD Exemplary Attendance Plan, TXEIS Attendance software, Postage budget; Paper, ink and envelopes supplies budget	AP R. Lester; SRO E. Smith; Attend. Clerk A. Garza	August – June	TXEIS Excessive Absence reports; Copies of warning letters sent; Copies of charges filed
34	Provide after-school detention and school-service opportunities for students who need to make-up attendance in order to meet minimum attendance requirements and receive course credit.	Compensatory Ed.	AP R. Lester; Detention monitors	August – June	Student detention and service logs; Detention monitors' time sheets
OBJECTIVE 4: PROVIDE OPPORTUNITIES AND RESOURCES FOR STUDENTS TO MEET THE PASSING STANDARD IN EACH OF THEIR CLASSES EACH GRADING PERIOD AND BE PROMOTED TO THE NEXT GRADE LEVEL					

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
35	Provide tutoring and homework completion time in PRIDE classes	Time allotment 20-25 minutes per day; Campus email for teachers to communicate missing work to PRIDE teachers; Gradespeed Monitor program	Principal R. Munoz; PRIDE teachers	August – June	Lesson plans
36	Supply each student with a Daily Planner/Agenda training aide to organize and manage school assignments and extracurricular activities	Student Agenda Notebook Budget \$2000; Gradebook	Principal R. Munoz; AP R. Lester; Teachers	August – June	P.O. for Agenda order; Gradebook records for Agenda checks
37	Have students use resources and research materials available throughout the library network	Library budget	Librarian G. Wilkinson; Library Instructional Asst. L. Evans; Teachers	August – June	Library calendar/schedule; Library computer logs; Lesson plans
38	Reduce failure rate by offering extended school day tutoring (before and after school) for students at risk of failing their courses	Compensatory Ed. Budget; Teachers	Principal R. Munoz; Dept. chairs; Teachers	August – June	Individual teacher tutorial logs; Teacher time-sheets; Gradespeed failure reports each 3 wks.
39	Provide Flex-program in reading/language arts and math and register all students at risk of being retained	TxEIS grade reports; Compensatory Ed. Budget; Teachers; Textbooks and ancillary materials; Supplies	Principal R. Munoz; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	June – July	Summer school class attendance rosters; Summer school report cards
40	Provide summer tutorial program in all TAKS/STAAR tested areas for students who did not meet the passing standard on spring TAKS/STAAR test administration	TAKS/STAAR test results; Compensatory Ed. Budget; Teachers; Textbooks and ancillary materials; Supplies	Principal R. Munoz; Coun. D. Schneider; Dept. chairs; Rdg./L.A. and Math Teachers	May - June	Summer school tutorial group attendance rosters; Teacher time-sheets; Summer TAKS/STAAR or benchmark test results
41	Utilize Plato software and other educational software in classroom and tutorial settings to improve student performance on TEKS and TAKS/STAAR objectives	Computer lab; Tutorial teachers; Study Island; Rosetta Stone; Academy of Reading	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Instructional Aide B. Evans	May - June	Lesson plans; Computer lab logs
42	Implement and staff a “Learning Lab” for dyslexic and ESL students in need of receiving additional instruction and remediation	Rosetta Stone software; Academy of Reading software; Compensatory Ed.; Instructional aide to staff the Learning Lab	Principal R. Munoz; Coun. D. Schneider; Learning Lab Instructional Aide A. Garza	August – September	Master schedule; Purchase orders; Technology work orders; Maintenance work orders
43	Provide language strengthening for students experiencing difficulties in reading and learning due to dyslexia	Compensatory Ed.; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software;	Dir. of Special Programs G. Allen; Coun. D. Schneider; Dyslexia support teacher D. Stieffer; Instructional aide A. Garza	August – June	Class rosters; Lesson plans; Report cards; TAKS/STAAR test results; STAR test results

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
44	Provide modified instruction and language tutorials to students who are learning English as a second language (ESL)	Compensatory Ed.; Training for ESL teachers; Ancillary textbook materials for ESL and computer software; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software	Dir. of Special Programs G. Allen; Coun. D. Schneider; <u>ESL-certified teachers</u> : C. Guerra, grd. 6; K. Darnell, grd. 7; D. Stiefer, grd. 8; R. Freas; Instructional aides: B. Evans and A. Garza	August – June	Class rosters, Lesson plans; Report cards; TAKS/STAAR test results; STAR test results; Observation Protocol Reports
45	Provide 30-90 minutes per week, per student, for targeted at-risk dyslexia support and intervention through one-one-one/small group with dyslexia specialist.	Time during day; classroom; teaching materials	Dyslexia Coord. D. Stiefer	September – June	Intervention Logs
46	Provide 30 minutes weekly intervention and support for “bubble” at-risk dyslexic students.	Academy of Reading software; computer lab; instructional assistant	Dyslexia Teaching Asst. A. Garza	September – June	Intervention Logs
47	Present “student skills” lessons in PRIDE classes at least once per week according to teacher/team-identified areas of need.	Planning time; teaching materials; technology for delivery of instruction	Grade Leaders: A. Caza, grd. 6; T. Barron, grd. 7; D. Stiefer, grd. 8	September – May	Team meeting minutes; Student Skills lesson plans
OBJECTIVE 5: COMMUNICATE TAKS/STAAR PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS					
48	Each student and his/her parent/s will receive a Student-Parent Handbook with the school policies included	Publishing costs	Principal R. Munoz; Other staff as needed	June – June August	Handbooks
49	Parents and community members will be informed via local media of changes in board policy	<i>Devine News</i>	Principal R. Munoz; Central Office Personnel	August – July	Newspaper articles
50	Hold a public/parent information meeting for 8 th grade parents to explain Student Success Initiative standards as well as Grade Placement Committee guidelines	Flyers; meeting space	Principal R. Munoz; Couns. D. Schneider	Fall Semester	Campus calendar; information flyer
51	Communicate DISD promotion/retention policies as well as Student Success Initiative standards to parents and students	Student-Parent Handbook; Campus Website; report card announcements; principal’s email; Team Warning Letters	Principal R. Munoz; Coun. D. Schneider;; <u>Grade Leaders</u> : A. Caza, 6; T. Barron, 7; Debbie Stiefer, 8	August – June	Student-Parent Handbook; Campus Website; report card announcements; principal’s email; Team Warning Letters copies; campus calendar
OBJECTIVE 6: INCREASE NUMBER OF MAINSTREAMED SPECIAL EDUCATION STUDENTS AND PROVIDE INCLUSION/CO-TEACHING OPPORTUNITIES IN CORE SUBJECT AREAS					
52	Increase number of special education students in mainstreamed classes.	Staff; planning time	Principal R. Munoz; Curriculum Coords.	August – June	Master schedule; class rosters

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
53	Revise plan and procedures for meeting AYP in special education reading and math performance measures.	Local Title II-A	Principal R. Munoz; Couns. D. Schneider; Sped Dir. R. Rodriguez; Diag. B. Bauer; Sped Teachers	September 2011 – June 2012	TAKS/STAAR scores

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

- OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS
- OBJECTIVE 2: IMPROVE THE CAMPUS NUTRITION ENVIRONMENT, ENSURE STUDENTS ARE PHYSICALLY ACTIVE, AND ENCOURAGE PARENTS AND STAFF TO BE POSITIVE ROLE MODELS BY PROMOTING HEALTHY LIFESTYLES
- OBJECTIVE 3: INFORM STUDENTS AND PARENTS OF THE CAMPUS CODE OF CONDUCT AND CONSEQUENCES FOR VIOLATING THE CODE
- OBJECTIVE 4: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES
- OBJECTIVE 5: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS					
1	Continue implementation and enforcement of consistent dress code policy.	Student – Parent Handbook	Principal R. Munoz; AP R. Lester	August - June	Conduct Referral; Student Dress Code Violation Log
2	Retain use of drug dogs for weapons, drugs, and alcohol detection through Interquest.	Safe and Drug-Free Schools Funding	Dir. of Special Programs G. Allen; Principal R. Munoz; AP R. Lester; SRO E. Smith	August - June	Reports from City of Devine K-9 Unit
3	Enforce “No Locker and No Backpack Program”	Student – Parent Handbook; duty teachers	Principal R. Munoz; AP R. Lester	August - June	Drug Alert Records; Tardy Records
4	Refine/update and implement Campus Crisis Management Plan. Put in place a plan to notify outside buildings of an emergency in the event there is no electricity/intercom system	Printing paper and supplies	Dir. of Special Programs G. Allen; Principal R. Munoz; AP R. Lester; SRO E. Smith; Appointed teachers and staff	August - June	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills
5	Continue implementation of fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district. Review Power Point emergency operation procedures	Route Maps, procedural card; Emergency Procedure Reference Guide	Principal R. Munoz; AP R. Lester	Monthly, August – June	Fire Drill Log sheet

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	Verify and Enforce Student Immunizations Requirements	Local Budget	Nurse L. Lopez	August – June	Health Records
7	Implement a Diabetes Awareness Program and train two staff members to assist diabetic students in the absence of the school nurse	Nurse Trainer; time; substitutes; classroom space	Nurse L. Lopez; B. Lockhart; A. Garza Club Sponsors/Coaches	August – May	Health Records
8	Provide yearly updates as well as initial training in CPR , AED machine, Epi-pen and Glucagon use for all necessary staff (coaches, band directors, UIL, health staff, etc...).	Nurse Trainer; time; substitutes; classroom space	Nurse L. Lopez; N. Taylor	Fall/Spring Semester	CPR Card; List of currently trained staff posted in school nurse's office; campus calendar
9	Train all campus administrators; key crisis response team members, and secretaries in NIMS	ESC 20 Trainer; time; substitutes; classroom space	Principal R. Munoz; AP R. Lester	Fall Semester	Training records; campus calendar
10	Hold regular team “Thumbs Up/Thumbs Down” meetings regarding teacher-identified needs for behavioral and/or social intervention with students prior to office/counselor referral process.	Meeting time; intervention documents/logs	AP R. Lester; Couns. D. Schneider; Grade Leaders: A. Caza, grd. 6; T. Barron, grd. 7; D. Stiefer, grd. 8	Minimum of once per six weeks grading period, August – June	Intervention logs; team meeting minutes
OBJECTIVE 2: IMPROVE THE CAMPUS NUTRITION ENVIRONMENT, ENSURE STUDENTS ARE PHYSICALLY ACTIVE, AND ENCOURAGE PARENTS AND STAFF TO BE POSITIVE ROLE MODELS BY PROMOTING HEALTHY LIFESTYLES					
11	Ensure that Moderate to Vigorous Physical Activity (MVPA) is implemented in PE class as recommended in the Physical Education Curriculum Guidelines	PE/Health curriculum guides; CATCH	PE/Health teachers	August 2011 – June 2012 SW Component 2, 8, 10	Fitnessgram Score Analysis and Curriculum Guide
12	Implement the Health Curriculum Guides to include collaboration, communication, and critical thinking skills for student academic performance.	Curriculum guides; Print rich gymnasiums including word walls, bulletin boards, HOTS, instructional posters	PE/Health teachers	August 2011 – June 2012 SW Component 2, 8, 9, 10	Grades; Lesson plans
13	Improve student fitness, Fitnessgram scores, and student wellness through use of CSHP/CATCH.	Fitnessgram	PE/Health teachers	August 2011 – June 2012 SW Component 10	Fitnessgram data
14	Provide intervention for students needing assistance in reaching the Healthy Fitness Zone in the Finessgram (grades 3-8).	Fitnessgram	PE/Health teachers	September 2011, every 9 weeks SW Component 2, 8, 9, 10	Curriculum guides; Fitnessgram Score Analysis and Mini-Assessment (FMA) conducted every 9 wks on specific components needing improvement

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
15	Evaluate the CSHP and Fitnessgram results with staff and SHAC committee.	CATCH	PE/Health teachers	August 2011 – June 2012 SW Component 2, 8, 10	Fitnessgram Score Analysis and Curriculum guides; Minutes of SHAC meetings
OBJECTIVE 3: INFORM STUDENTS AND PARENTS OF THE <u>CAMPUS CODE OF CONDUCT</u> AND <u>CONSEQUENCES</u> FOR VIOLATING THE CODE					
16	First week expectations	Student – Parent Handbook; printed quizzes/Rubric	Principal R. Munoz; AP R. Lester; Pride teachers	Opening weeks of school	School calendar
17	Have Student-Parent Orientation for all grade levels, 6 th grade separately; 7 th , 8 th grades together	Student – Parent Handbook; Facilities for meeting; scheduled time	Principal R. Munoz; Coun. D. Schneider	August 2009; May 2012	School calendar; Agenda; Parent sign-in sheets
18	Utilize grade-level academic & satellite teams to address student behavior/needs	Grade-level academic teams & satellite teams	Grade Leaders A. Caza; T. Barron ; D. Stiefer	August – June	Documentation Log Conduct Referral records; Thumbs Up/Down; Parent conference/contact form; Progress reports; Six-Week Report Card; Low level pre-referral documentation
OBJECTIVE 4: MAINTAIN <u>NEAT</u> AND <u>CLEAN</u> CAMPUS FACILITIES					
19	Coordinate and continue Campus Service Project ie: Going Green , Recycling	Recycle bins	Principal R. Munoz; AP R. Lester; J. Rotramel; S. Covarrubia and Life Skills Class	August – June	Pick-up day
20	Maintain Going Green Projects	Student organizational funds and upkeep; Tools required; Time for maintenance, Recycle bins	Principal R. Munoz; AP R. Lester; J. Rotramel; S. Covarrubia and Life Skills Class	August – June	Instructor log
OBJECTIVE 5: <u>REDUCE</u> THE NUMBER OF <u>SAFETY-RELATED ACCIDENTS</u> ON CAMPUS					
21	Utilize custodial staff for minor repairs	Janitorial equipment, supplies, and tools	Campus administrators; Teachers and paraprofessionals; Dir. of Custodial Staff; M. Aaron DMS custodial staff	August – June	Physical appearance of facility; Accident reports
22	Report major mechanical, electrical, and maintenance problems in a timely manner	Electronic work order system	Campus administrators; Teachers and paraprofessionals; DMS custodial staff; Dir. of Maintenance R. Ramirez; DISD maintenance staff	August – June	Work order tracking system

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
23	Conduct frequent walk thru inspections to identify areas which need attention	Electronic work order system	Campus administrators; Teachers and paraprofessionals; DMS custodial staff	August – June	Work order tracking system
24	Check fire alarm control system	Simplex Company	AP R. Lester; B. Lockhart	Bi-annual inspections	Simplex system report
25	Conduct regular campus drills to ensure preparedness for and understanding of fire, bomb, natural disaster, and lockdown procedures, reverse & regular; bus evacuation	Time within school day;	AP R. Lester	August – June	Campus Activity Calendar
26	Inform/education staff of and implement the Emergency Procedures and Reference Guide	Audiovisual equipment; report/ hand-out printing costs; time allotted during staff development	Prin. R. Munoz; Asst. Prin. R. Lester; Campus Resource Officer E. Smith	August – June	EOP Plan; agenda; teacher sign-in sheets
27	Share results of the Region XX campus safety audit and teacher/student surveys with staff	Audiovisual equipment; report/ hand-out printing costs; time allotted during staff development	Prin. R. Munoz; Asst. Prin. R. Lester	August	Survey results; agenda; teacher sign-in sheets

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

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

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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	Collect subscriptions to and implement a campus list serve for sending emails to parents with relevant and up-to-date information	Subscription forms; Printing expenses	Technology Director, S. Pesato	August - June	Listserv subscription list
7	Post announcements and important information on the electronic marquee	Maintenance costs	Principal R. Munoz; Assistant Principal, R. Lester; Office Personnel	August - June	Sign
8	Provide pictures and information for the <i>DISD Stampede</i> and <i>Devine News</i>	Digital camera, other publishing needs	Principal R. Munoz; Grade Leaders; Other staff as needed	August - June	Issues of <i>DISD Stampede</i>
9	Send grade information to parents and post important dates and information on progress reports and report cards every three weeks	Paper, printing, mailing expenses	Principal R. Munoz; Office Personnel B. Lockhart, A. Garza	August – May	Progress reports; Report cards
10	Send benchmark and TAKS/STAAR testing results/reports to parents in a timely manner after tests have been scored	Publishing, mailing expenses	Principal R. Munoz; Counselor D. Schneider; Grade Level Teams	After Benchmarks	TAKS/STAAR Benchmarks results, letters
11	Send recognition to parents through the Grade Level Newsletter when their child has been selected as a “Student of the Week”	Publishing	Principal R. Munoz; Counselor D. Schneider; Teachers	August - June	Newsletter, Marquee
12	Provide students Accelerated Reader (AR) reports and STAR-test results	Publishing	Principal R. Munoz; Counselor D. Schneider; Reading teachers	September - May	AR results
13	Develop and maintain a campus web page with relevant and current campus information	Information from various sources	Technology Teachers, S. Miller, B. Evans, Library Aide L. Evans	August - June	Web page
14	Have a campus representative attend parent organization meetings such as Friends of DMS, Band Boosters, and Athletic Boosters	Time Resources	Athletic Directors, Band Directors, Other staff as necessary	August - June	Attendance sheets, Minutes of meeting
15	Produce monthly issues of “Middle Matters,” principal’s news and campus-wide events calendar for parents. Publish through email and on campus website.	Time; “Cut and Paste” program for educators; Printshop and PDF converter; website	Principal R. Munoz; Tech. Coord. S. Miller	October – June	Copies of “Middle Matters”
16	Continue to publish a grade-level specific team newsletter every six weeks to preview curriculum, report campus news, and announce calendar events.	Time; computer; Microsoft Publisher; copies	Grade Leaders: A. Caza, grd. 6; T. Barron, grd. 7; D. Stiefer, grd. 8	Once per six weeks grading period, August – June	Copies of newsletters

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 2: MAINTAIN EXISTING COMMUNITY/SCHOOL PARTNERSHIPS AND SEEK TO ESTABLISH NEW PARTNERSHIPS IN SUPPORT OF SUCCESSFUL SCHOOL PROGRAMS					
17	Maintain existing partnership with Community Business Members to provide AR rewards at a reduced cost and free ABBIT honor roll prizes	Thank you notes; <i>Devine News</i> ; Marquee announcements; report card announcements; principal's email; Printing of ABBIT cards	Principal R. Munoz; T. Blackman	August – June	Student award qualification lists
18	Invite community members to enrichment activities	Volunteer forms	Principal R. Munoz; Grade Leaders A. Caza; T. Barron; D. Stiefer	May	Flex year calendar; master schedule
19	Begin new partnership with Community Business Members to provide ABBIT honor roll perks.	Thank you notes; <i>Devine News</i> ; Marquee announcements; report card announcements; principal's email; Printing of ABBIT cards	Principal R. Munoz; AP R. Lester	August – June	Student award qualification lists
20	Contact local businesses to develop partnerships in sponsoring prizes and/or perks for perfect attendance, honor roll, and TAKS/STAAR high performer students	Thank you notes; <i>Devine News</i> ; Marquee announcements; <i>DMS Express</i> ; Printing of ABBIT cards	Principal R. Munoz; AP R. Lester	August – June	Student award qualification lists
21	Contact the Devine Ministerial Alliance and/or First Baptist Church to renew/re-develop the community mentorship program for at-risk students	Thank you notes; <i>Devine News</i> ; Marquee announcements	Principal R. Munoz; AP R. Lester; Grade Leaders	August – June	Mentorship schedules; Campus visitor sign-in sheets
22	Invite parents to participate in a TAKS/STAAR-Success review night and pep rally prior to the testing week. Utilize parents at registration table, as skills-review presenters, as food servers, as pep rally participants.	Compensatory Ed.; Community/Business donations; supplies/materials for activities; facilities coordination and services; staff and parent volunteers	Curriculum Coordinators; campus administration; staff volunteers	April	Student registration sheets; activity plans; parent sign-in sheets
OBJECTIVE 3: INVOLVE PARENTS AND COMMUNITY MEMBERS IN CAMPUS COMMITTEES AND PROVIDE OPPORTUNITIES FOR THEIR INPUT AND FEEDBACK ON SCHOOL PROGRAMS					
23	Conduct open Site Based Decision-Making meetings.	<i>Devine News</i> ; Marquee announcements; <i>DMS Express</i> ; Mailed notices to all parent/community members	Principal R. Munoz; B. Lockhart	August – June	Campus activity calendar; Meeting minutes

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
24	Communicate and encourage parent participation in district and campus-based committees and volunteer programs, such as: <ul style="list-style-type: none"> • School Health Advisory Committee • District Education Improvement Committee (DEIC) • Site-based Decision-Making Committee (SBDM) • Friends of DMS • Job/Career Fair • Health Fair 	Volunteer/Sponsorship Opportunities form in registration packets; Campus email list serve; Marquee advertisement; <i>DMS Express</i> ; <i>Devine News</i> ; Printing and supplies for forms	Principal R. Munoz; AP R. Lester; Coun. D. Schneider	August 2011	Returned forms and volunteer lists compiled
25	Conduct parent-satisfaction survey with campus programs, policies and procedures	Survey; Printing paper and supplies	Dir. of Spec. Programs G. Allen; Principal R. Munoz; B. Lockhart	April 2011	Returned surveys; Survey report
26	Conduct a membership drive for Friends of DMS	Publishing costs	Principal R. Munoz; Coun. D. Schneider; AP R. Lester	Fall Semester	Membership list, Volunteer/Sponsorship Forms
27	Send out Band Booster and Athletic Booster Club information and membership recruitment forms as needed	Publishing, mailing costs	Athletic Directors, C. Quisenberry, T. Wells, Band Directors, Miller, Settles, Peters	As needed	Membership list

OBJECTIVE 4: PROVIDE OPPORTUNITIES AND SUPPORT FOR STUDENTS TO PARTICIPATE IN COMMUNITY-WIDE AND WORLD-WIDE SERVICE PROJECTS

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
28	<p>Provide students and their parents with information and encourage their involvement in local, national, world-wide events in which they may participate in charitable ways. For example:</p> <ul style="list-style-type: none"> • Collecting donations for the Hurricane Relief funds • Collecting monetary donations for the Red Cross • Participating in the St. Jude Math-a-thon • Collecting pennies to buy toys for needy children at Christmas • Mission Devine • Pennies for Patients – Leukemia Lymphoma Society • Local Food Bank Donations • Recruit parents/community to participate in South Texas Blood and Tissue Center Donations • Relay for Life 	Materials to publicize events; operating expenses	Staff as needed according to event: R. Munoz, K. Darnell, B. Nelson	August – June	Posters, etc.; Sign-in sheets, Students' community service hour logs
29	Maintain or improve UIL program by offering classes that specialize in UIL events.	Time in schedule, Personnel, UIL budget	Principal R. Munoz; UIL Directors, A. Caza; UIL Coaches	August – June	Master schedule
30	Provide athletic programs for boys and girls in football, volleyball, basketball, track, cross country, and tennis	Program funding, Personnel expenses	Athletic Directors C. Quisenberry & T. Wells; Coaches	August – June	Team rosters

GOAL 4: MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CLIMATE

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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: <u>COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS</u>					
1	Update campus website to reflect current student and campus information	District website; Campus activity calendar; time for staff to make updates	Principal R. Munoz; Principals' secretary B. Lockhart; Technology teacher S Miller; Sports page reporter L. Travis; Library Instructional Aide L. Evans	August – June	Website
2	Update electronic marquee to reflect current student and campus information	Marquee software; Campus activity calendar; time for staff to make updates	Principal R. Munoz; Principals' secretary B. Lockhart; AP R. Lester; Coun. D. Schneider	Weekly, August – June	Marquee information
3	Provide parents a campus events calendar with progress reports and report cards each grading period which lists student activities, SBDM meetings, Board meetings, and school-sponsored extracurricular activities	Campus activity calendar; paper and printing supplies; Digital camera	Principal R. Munoz; A. Garza, B. Lockhart	Monthly, August – June	Copies of report card notes and team newsletters

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
4	Provide opportunities for parents to meet their students' teachers and/or have parent/teacher conference time through: <ul style="list-style-type: none"> ▪ "Meet the Teacher Night" in August ▪ Fall Conference Night following the end of the first six weeks grading period ▪ Department Presentations ▪ Public Schools Week "Open House" in March ▪ Team Conferences scheduled with parent 	School marquee; Devine News; Student schedules; Campus maps; Team member(s) to schedule conferences	All Staff	August – June	Sign-in sheets; Team conference logs
5	Provide orientation for parents of 5 th graders about transition to 6 th grade and for students in the spring when they tour MS campus	Student-Parent Handbook; Supply list; Schedule choice slips	Principal R. Munoz; AP R. Lester; Coun. D. Schneider; 6 th grade teachers	April - May	Sign-in sheets; Campus activity calendar
6	Promote parent attendance and involvement in Public Schools Week by: <ul style="list-style-type: none"> ▪ Inviting parents to visit their students' classes ▪ Inviting parents to eat lunch with their students ▪ Conducting student presentations and displays 	Individualized classroom activities; Marquee; report card announcements; principal's email	Principal R. Munoz; Teachers	March	Sign-in sheets
7	Continue to increase positive school publicity by announcing: <ul style="list-style-type: none"> ▪ Honor roll ▪ Perfect and Near-Perfect attendance ▪ Students of the week ▪ SBDM committee members and minutes of meetings ▪ DEIC committee members and minutes of meetings 	Local media coverage, publishing costs of award cards	Principal R. Munoz; Attend. Clerk A. Garza; SBDM and DEIC members	August - June	Award Cards, Publishing of honor roll in local media, <i>The Devine News</i> ; minutes of SBDM, DEIC meetings
8	Continue to increase positive school publicity recognizing for Students of the Week in TEAM Newsletters once per six weeks	Publishing, mailing costs	Principal R. Munoz; Office Staff	August - June	Award cards

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
9	Improve communication with parents regarding students' grades through: <ul style="list-style-type: none"> ▪ Providing time for parent/team conferences ▪ Sending out progress reports for all students mid-way through each six weeks grading period ▪ Sending out report cards for each student at the end of each six weeks grading period ▪ Providing on-line access to gradebook monitor software for parents to check students' grades securely from a home computer ▪ Phone calls and/or emails 	Publishing, mailing costs	Principal R. Munoz; Assistant Principals, R. Lester, Coun. D. Schneider; Teaching staff, Office personnel	August - June	Progress Reports, Report Cards
10	Provide parents the opportunity to subscribe to and receive up-to-date campus information via email	Forms to parents requesting email information	Technology Director, S. Pesato	Beginning of school, As needed for new students	Listserv subscription list
OBJECTIVE 2: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS					
11	Provide incentives such as ice cream treats, pizza parties, and a Fiesta Texas fieldtrip for students who excel in the Accelerated Reading program	Campus budget and Activity Fund ; End of 6 weeks reward parties	Prin. Lori Marek, AP. R. Lester, AR Coor. T. Blackman, Grade Leaders	September – June	Purchase orders
12	Hold an annual awards assembly, invite parents, and give certificates to recognize students for: <ul style="list-style-type: none"> ▪ Honor roll ▪ Academic excellence in each subject area ▪ Most outstanding and most improved performers ▪ Perfect and near-perfect attendance ▪ Golden Rule citizenship awards ▪ Duke University Talent Search candidates ▪ Presidential Academic Excellence awards 	Publishing costs for certificates and invitations; Postage	All Staff	June	Assembly coverage, Awards

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
13	Give reward parties each six weeks, by grade level, to recognize responsible academic and social behavior	Costs of reward parties	Principal, Assistant Principals, Coun. Other staff as needed	August- June	Parties
14	Hold an annual recognition assembly for Commended Performers in all areas of TAKS/STAAR and greatly improved TAKS/STAAR performers	TAKS/STAAR results	Principal R. Munoz, Coun. D. Schneider	September	TAKS/STAAR results
15	Display students' pictures and certificates of recognition of all Commended TAKS/STAAR Performers in the "Hall of Honor" throughout the school year	Publishing costs, \$400	Principal R. Munoz	September - June	Certificates / Displays
16	Display students' work in classrooms, hallways, library windows, in public venues as invited to do so, and on the campus website	Posters/Projects; art supplies; district transportation	Coun. D. Schneider, Art Teacher B. Nelson, Library Aide L. Evans, Academic Team	August – June	Displays Photographs
17	Hold prize drawings at the end of each semester for students with perfect and near-perfect attendance	Activity fund and incentive budget \$1000	Administration	December – June	Campus Attendance Report
18	Hold prize drawings at the end of TAKS/STAAR testing for perfect attendance during all TAKS/STAAR testing dates	Campus budget and Activity Fund	Principal R. Munoz; Principal's Secretary B. Lockhart; Atten. Clerk A. Garza; Coun. D. Schneider	May	TAKS/STAAR test results; prize P.O.'s
19	Display pictures of campus activities in the hallways, library windows, and office windows	Film and developing Campus budge \$150	Coun. D. Schneider, Library Aide L. Evans; Campus Tech. Coords. S. Miller and B. Evans	August – June	School displays, scrapbook, school web page
20	Select two Students of the Week per grade level each week, publicize and display their names, and provide them with prizes/incentives as well as the opportunity to participate in the daily campus announcements by leading the Pledge of Allegiance or reading Project Wisdom announcements	Passes, Awards \$500	Grade Leaders: D. Stiefer T. Barron A. Caza	August – June	Roster, newspaper pictures and articles
21	Provide bulletin boards to display Student of the Week	Money for boards	Principal R. Munoz; Grade Leaders	September - June	Boards in hallways

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
22	Provide students who earn all A's and B's on their report cards with ABBIT cards to claim rewards at local businesses who sponsor the program	Cooperating businesses in community	Principal, Assistant Principals, Coun. Office Personnel	August - June	ABBIT Cards
23	Hold a "UIL Champions Assembly" at the conclusion of the district UIL meet to recognize participants, award winners and their sponsors	Cost of awards for assembly	Principal, UIL Director	June	Assembly
24	Award certificates to 6 th , 7 th , and 8 th grade students with perfect attendance	Activity Fund and incentive budget \$1000	Principal R. Munoz; Principal's Secretary B. Lockhart; Atten. Clerk A. Garza	May Awards Assembly	Campus Attendance Report; Student Sign-in Sheets
25	Encourage students to apply for the Prudential "Spirit of Community" Award through the NASSP.	Award costs	Principal R. Munoz, K. Darnell, Staff members	Spring Semester	Awards
OBJECTIVE 3: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES					
26	Offer a competitive salary and benefits package to attract qualified personnel	District benefit package	Principal R. Munoz	August – June	Decreased percentage of teachers resigning
27	Promote recognition, appreciation, and moral-boosting activities for teachers and staff such as <ul style="list-style-type: none"> ▪ Monthly payday treats ▪ Appreciation luncheons ▪ Appreciation gifts ▪ Small incentives for extra duties ▪ Competitive trivia and miscellaneous other games for small prizes/"bragging rights" 	Food items, pens, buttons and treats \$300	Principal R. Munoz Parent Volunteers Student Council TLC	August - June	Purchase orders, school calendar, "Thank You" letters
28	Provide at least one luncheon and one after-school-hours social event per semester to enhance staff morale	Food, drink supplies, teacher coke fund; luncheon donation fund	Principal R. Munoz; AP R. Lester; Parent Volunteers; Teams	August – June	School Calendar "Thank You" letters
29	Compensate department chairpersons, Curriculum Coordinators, program directors/coordinators, club/organization sponsors, UIL literary events coaches, and athletic coaches for the completion of duties beyond their classroom duties	Stipend budget	Principal R. Munoz	August – June	Personnel duty rosters; Payroll records

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
30	Provide reimbursement for EXCET/TEXES test in high needs areas to assist teachers in becoming highly qualified	Title II, Part A	Director of Special Programs G. Allen; Asst. Supt. For C&I S. Sostarich; Principal R. Munoz	August – July	Test Results; Certification Certificates
31	Provide reimbursement for tuition up to 60hrs. for paraprofessionals to meet “ No Child Left Behind” qualifications	Title II, Part A	Director Of Special Programs G. Allen; Asst. Supt. for C&I S. Sostarich; Principal R. Munoz	August – July	Registration receipts
32	Provide access, time and means to ESC Region 20 workshops including funds to travel and arranging substitutes for teachers	Region 20 Co-op	Principal R. Munoz	August - August	I D Co-op fees Online registration
33	Employ personnel that meet the qualification requirements of “Highly Qualified Personnel” (as stated in P.L. 107-110 provided such personnel are available)	College transcripts; List of reference	Principal R. Munoz	May – July August – April	Proof of Certification documents
34	Help personnel who do not meet the qualification of “Highly Qualified Personnel” by working with alternative certification programs	Cost involved with alternative programs, mentors, etc.	Principal R. Munoz; Director of Personnel and Special Programs G. Allen	On - going	Certification
OBJECTIVE 4: PROVIDE STAFF WITH OPPORTUNITIES TO INTERACT BOTH PROFESSIONALLY AND SOCIALLY TO FACILITATE OPEN COMMUNICATION AND SHARING OF IDEAS AS WELL AS ENHANCE STAFF MORALE					
35	Continue to utilize e-mail as a source for intra-district communication.	Computer PC’s, internet and intranet	Principal R. Munoz	August – June	Occasional checks as to how efficiently e-mail communication is being used
36	Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Agenda	Principal R. Munoz	August – June	Attendance rosters, Agendas
37	Conduct monthly department meetings	Timelines Curriculum guides	Department chairpersons	August – June	Copy of schedule, sign-in sheets, meeting minutes
38	Establish Tier II and Tier III planning period(s) and/or common meeting times for electives teachers to be able to meet, communicate, plan, and receive training.	Teaming time and/or PRIDE period	Principal R. Munoz; Intervention teachers	August – June	Master schedule
OBJECTIVE 5: PROVIDE PROGRAMS FOR STUDENTS WHICH ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF					
39	Include advisory topics in PRIDE classes or other subject areas as applicable	Workbooks; Project Wisdom correlated materials	Coun. D. Schneider; AP R. Lester	August – June	Counselor/AP Calendar, Plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
40	Provide individual and group counseling as needed	Referrals	Coun. D. Schneider	August – June	Sign-in sheets
41	Continue to implement Project Wisdom Program	Project Wisdom Materials, adult and student volunteers	Principal R. Munoz	August – June	Participants' list
42	Present “student skills” lessons in PRIDE classes at least once per week according to teacher/team-identified areas of need.	Planning time; teaching materials; technology for delivery of instruction	Grade Leaders: A. Caza, grd. 6; T. Barron, grd. 7; D. Stiefer, grd. 8	September – May	Team meeting minutes; Student Skills lesson plans
43	Implement the C.A.T.C.H. Program in all P.E./Health classes to promote exercise and teach students about food and nutrition.	Program materials; copies for students; posters/campus campaign banners; instructional time through PRIDE and PE classes	CATCH Program Coord. S. Beaty; DMS coaching staff; Director of Food Services P. Patterson	August – June	Lesson plans; purchase orders for materials
44	Provide coordinated health program that includes health services and safe school environment, counseling, staff wellness, parent and community involvement, physical ed., health education, and nutrition services.	Principal, Health/PE teachers, SHAC	Local	August 2011 -June 2012	Lesson plans, SHAC minutes Fitnessgram reports
45	Participate in the National Red Ribbon Week Campaign to promote a safe and drug-free school and educate students regarding the use of drugs and alcohol	Red ribbons; Campus flyers and brochures, Stickers; Speaker(s);	AP R. Lester; Coun. D. Schneider Student Council	October 2011	Campus activity calendar
46	Conduct evening study/review sessions for TAKS/STAAR-related skills prep	Comp. Ed.; materials/ supplies for activities; facilities coordination and staff; teacher volunteers	Curriculum Coordinators; teacher volunteers	September – April	Sign-in sheets

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

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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: PROVIDE STAFF TRAINING FOR AND <u>CONSISTENT</u> IMPLEMENTATION OF <u>PROFESSIONAL POLICIES</u>					
1	Provide PDAS for new teachers and the required one-hour training for returning teachers	PDAS Manual	Asst. Superintendent S. Sostarich; Dir. Of Special Programs G. Allen; Principal R. Munoz; Asst. Principal R. Lester	August, Prior to first day of school	Sign-in sheets
2	Provide in-service training on new/updated policies in district	Reproduction costs	Principal R. Munoz; AP R. Lester; Counselor D. Schneider	Prior to beginning of school	Sign-in sheets
3	Provide mentors for first-year teachers	Stipend for mentors	Principal R. Munoz; Mentor Teachers	August – June	Confirmation of meetings
4	Provide quality staff development to insure that all teachers and paraprofessionals are highly qualified	Title II, Part A	Principal R. Munoz; Asst. Superintendent S. Sostarich; Dir. Of Special Programs G. Allen	August – June	Sign-in Sheets
5	Provide opportunities for first and second-year teachers to improve their skills by observing and being observed and critiques by experienced teachers	Budget for subs	Principal R. Munoz; AP R. Lester, Office staff, Central Office staff	August – May	Report from both novice and experienced teacher, data base

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	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.	Local, SCE, Ed Jobs	Principal R. Munoz; Classroom Teachers	August 2011- June 2012	TAKS/STAAR Results; TELPAS Results
OBJECTIVE 2: PROVIDE OPPORTUNITIES FOR STAFF TO DEVELOP AND IMPROVE THEIR TEACHING SKILLS IN THEIR CHOSEN AREAS OF INTEREST AS WELL AS THOSE IDENTIFIED AS AREAS OF NEED BY PDAS EVALUATORS AND SBDM COMMITTEE MEMBERS					
7	Provide opportunity for professional workshops for each professional staff member in appropriate areas	Region 20 coop Budget, \$500 for substitutes	Principal, Asst. Superintendent	August – July	Certificates
8	Provide opportunity for staff development workshops for all special population teachers in their subject area/s	Region 20 Coop Budget; \$500 for substitutes	Principal, Title I Teachers, ESL Teachers, Special Ed Teachers	August – June	Certificates
9	Provide opportunities for first and second-year teachers to observe veteran teachers in their subject area	Substitutes Title II-Part A	Dept. Heads: B. Lorraine, N. Haass, D. Stiefer, G. Geris	Fall Semester	Observation Report
10	Provide mentoring support for first and second year teachers through an outside consultant.	Consultation fees; Observation schedule Title II-Part A	Dir. of Spec. Programs G. Allen; Prin. R. Munoz	At least once per semester	Observation records and conference notes from L. Rogers
OBJECTIVE 3: PROVIDE OPPORTUNITIES THROUGH WHICH TEACHERS CAN SHARE WITH EACH OTHER THEIR OWN EXPERTISE OR INFORMATION AND STRATEGIES LEARNED AT WORKSHOPS THEY HAVE ATTENDED					
11	Provide district-wide staff development with several “breakout sessions” utilizing local staff as presenters	Devine ISD staff	Asst. Superintendent	In-service days	Sign-in sheets
12	Provide time where teachers can share within their departments any training they have received	Funding for workshops, Funding for substitutes	Principal R. Munoz; Department Chairs	August – May	Sign-in sheets
OBJECTIVE 4: PROVIDE STAFF DEVELOPMENT WHICH MEETS STATE REQUIREMENTS FOR TRAINING IN GIFTED AND TALENTED EDUCATION, TECHNOLOGY, CONFLICT RESOLUTION, AND DISCIPLINE STRATEGIES					
13	Provide opportunities for the six hours of required yearly training for G / T teachers and the 30 hours for new teachers	Region 20 workshop funding; Funding for subs	Principal R. Munoz; Curriculum Director S. Sostarich	August – May	Certificates
14	Provide classroom-management training, including how to manage student behavior	Region 20 Behavior Management Workshop Training Funds	Principal R. Munoz; Asst. Superintendent S. Sostarich	June	Certificates
15	Provide staff development in the area of conflict resolution to all teachers and aides who serve at-risk students	Region 20 workshop funding	Principal R. Munoz; APs R. Lester,; Counselor D. Schneider	August – June	Certificates

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 5: INVESTIGATE THE FEASIBILITY OF RECRUITING AREA COLLEGE EDUCATION MAJORS TO USE DMS AS THEIR FACILITY TO MEET STUDENT TEACHING/OBSERVATION REQUIREMENTS.					
16	Seek opportunities to employee or attract student teachers or student observers	College education departments; phone calls, personal visits	Principal R. Munoz, Coun. D. Schneider	Summer	Phone and Travel Logs, Email contacts, Student Teacher observation records

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

OBJECTIVE 1: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH CLASSES AND OUT OF SCHOOL USE

OBJECTIVE 2: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH COMPUTER-RELATED RESEARCH AND COMPUTER-GENERATED PRODUCTS IN CORE AREA AND ELECTIVE CLASSES

OBJECTIVE 3: PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST

OBJECTIVE 4: INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS AND GRADUATION PLAN OPTIONS

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: PROVIDE STUDENTS OPPORTUNITIES TO <u>DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH CLASSES AND OUT OF SCHOOL USE</u>					
1	Investigate the possibility of enrolling eighth-grade students in high school credit technology courses	Instructional materials, personnel	Principal R. Munoz; Technology Teachers	Spring	Master Schedule, Class rosters
2	Offer an advanced technology for electives such as Desktop Publishing	Instructional materials	Principal R. Munoz; Technology Teacher	August – June	Master Schedule, Class rosters
3	Investigate offering multimedia classes	Consideration of materials, personnel	Principal R. Munoz; Asst. Supt. C&I S. Sostarich; Personnel Director	Spring Semester	Investigation findings
4	Continue to implement a Technology Applications 1 & 2 program	Instructional materials, Personnel	Principal R. Munoz; S. Miller	August – June	Class rosters
5	Continue to provide used computer/ technology equipment to economically disadvantaged students through a written application process rather than auction off/see old equipment	Application printing costs; time to review applications and notify students selected; technology staff coordination for equipment readiness	Principal R. Munoz; Asst. Prin. R. Lester; Tech. Dir. S. Pesato	Spring Semester	Application files
OBJECTIVE 2: PROVIDE STUDENTS OPPORTUNITIES TO DEVELOP THEIR COMPUTER LITERACY AND TECHNOLOGY APPLICATION SKILLS THROUGH COMPUTER-RELATED RESEARCH AND COMPUTER-GENERATED PRODUCTS IN CORE AREA AND ELECTIVE CLASSES					
6	Incorporate technology and technology applications into all areas of teaching	Teacher training	Principal R. Munoz; S. Miller, B. Evans	August – June	Lesson Plans, Walk-throughs

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
7	Encourage and provide the necessary equipment for teachers to incorporate technology in their lessons, including computers, printers, projectors, etc.	Teacher training; Budget for computers, LCD projectors in classrooms	Principal R. Munoz; S. Miller	August – June	Lesson Plans, Walk-throughs
8	Encourage and provide the necessary equipment for teachers to meet all the technology TEKS required for student instruction	Teacher training; Budget for hardware/software	Principal R. Munoz; S. Miller	August – June	Lesson Plans, Walk-throughs
9	Continue use of Rosetta Stone software to support ESL students	Teacher training; Software updates	Principal R. Munoz; ESL teachers; G. Garza; B. Evans	August – June	Lesson Plans, Walk-throughs
10	Continue use of Plato or student instruction and use of Academy of Reading program for dyslexic students and those in need of reading intervention	Teacher training; Software updates	Principal R. Munoz; Dyslexia Coord. D. Stiefer; Asst. G.. Garza; Tech. Dir. S. Pesato	August – June	Lesson plans, Software inventory, Training certificates
11	Promote and encourage the use of computers and other technology in all classroom instruction	Budget for additional classroom computers, projectors, etc.	Principal R. Munoz, Tech. Dir. S. Pesato, SBDM, B. Evans	August - June	SBDM meetings
12	Begin to use The Learning Lab for Tier III students, RTI, Dyslexia and ESL support, utilizing Plato, Academy of Reading, Rosetta Stone and Study Island	Budgeted monies to maintain and update	Principal R. Munoz; M. Cross, Tech. Dir. S. Pesato, B. Evans, SBDM	August – June	SBDM Meetings
13	Budget monies to purchase hardware and software to fulfill the district technology goals	Campus Tech Budget	Principal R. Munoz; Tech. Dir. S. Pesato, SBDM	September - April	SBDM Meetings, Approved budget
14	Keep computer in every classroom for teacher use and computers for student use	Campus Technology Budget	Principal R. Munoz; Tech. Dir. S. Pesato	August – June	Purchase orders, Classroom inventory
15	Continue to increase use of internet resource stations in library	Electronic Library installation	Library Aide L. Evans, Tech. Dir. S. Pesato	August – June	Sign-in sheets
16	Solicit teacher input to acquire software and hardware that meets students' instructional needs; example, streaming video software	Campus Technology Budget, \$7,000	Principal R. Munoz; Tech. Dir. S. Pesato; Teachers	August – June	Budget approval, Purchase orders
17	Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	Instructional budget, \$550	Math teachers	August – June	Lesson plans, TAKS/STAAR results
18	Reinstate Career Investigations class as a 7 th grade elective	Classroom supplies for projects	Principal R. Munoz; Instructor M. Cross	August – June	Campus master schedule; Student schedules; Gradebook

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 3: PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND <u>LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST</u>					
19	Administer Career Ability Placement Survey to all eighth-grade students	CAPS Ability Inventory	Counselor D. Schneider; Eighth-grade team	December – February	Survey results
OBJECTIVE 4: INFORM STUDENTS OF <u>HIGH SCHOOL COURSES/PROGRAMS AND GRADUATION PLAN OPTIONS</u>					
20	Continue eighth-grade orientation program in small groups to assist students in selecting the appropriate high school classes for their desired career/higher education path	Publishing cost of materials; time to schedule	Principal R. Munoz; Counselor D. Schneider; HS Counselor R. Cadena; N. Martin	February – March	Student information; Choice slips
21	Continue to have eighth-grade parent orientation to assist students and their parents in selecting the student's appropriate high school classes for their desired career/higher education path	Publishing cost of materials; facilities for meeting; time to schedule	Principal R. Munoz; Counselor D. Schneider; HS Counselor R. Cadena; N. Martin	February – March	Sign-in sheets

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

- OBJECTIVE 1: TEACHERS WILL IMPLEMENT TECHNOLOGY IN CLASSROOM INSTRUCTION
- OBJECTIVE 2: TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADESPEED AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS
- OBJECTIVE 3: TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS
- OBJECTIVE 4: TEACHERS WILL UTILIZE TECHNOLOGY TO ASSESS STUDENT PERFORMANCE FOR THE PURPOSE OF ADJUSTING CURRICULUM, SCOPE AND SEQUENCE OF INSTRUCTION TO ADDRESS STUDENT NEEDS

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
OBJECTIVE 1: TEACHERS WILL IMPLEMENT TECHNOLOGY IN CLASSROOM INSTRUCTION					
1	Continue to offer opportunities for teachers to use Electronic Library for research purposes in their classrooms	Software, Teacher training	Principal R. Munoz; Tech. Dir. S. Pesato; Library Aide L. Evans; B. Evans	August - June	Research projects, Lesson plans
2	Both teachers and students will use technology such as PowerPoint, Word, Excel, and Publisher in classroom presentations	Teacher training, Software updates	Principal R. Munoz; B. Evans	August – June	Lesson plans, Teacher/Student presentations
3	Continue the integration of Rosetta Stone and Plato, STAR in classroom instruction and support, Study Island	Teacher training, Software; updates	Principal R. Munoz; B. Evans, A. Garza, Reading teachers	August – June	Lesson Plans
4	Teachers will use TeXIS for TAKS/STAAR data desegregation to enhance student instruction	Teacher training, TeXIS updates	Principal R. Munoz; Counselor D. Schneider; Curriculum Coordinators	August – June	AEIS-IT reports
5	Insure all future construction includes LCD projectors in classrooms as money permits	Technology budget	Principal R. Munoz; Tech. Dir. S. Pesato	August – June	Purchase Orders
OBJECTIVE 2: TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADESPEED AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS					
6	Implement the electronic Gradebook and attendance system from TxEIS/Region XX	Program updates; audiovisual equipment and hand-outs for training; directions posted to website	Principal R. Munoz; Tech. Dir. S. Pesato; Counselor D. Schneider; Attendance Clerk A. Garza	August – June	Electronic gradebooks; attendance verification sheets

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
7	Staff members will continue use of district's online system for work orders, transportation requests	Staff training	All Staff; S. Pesato; Marshall Davis; M. Aaron	August – July	Email response, completed requests list
8	Utilize online communication methods such as "Pony Express" (faculty mtg. by email); Outlook Express Calendar Scheduler; and Survey Monkey to communicate with or receive input from staff in a timely manner	Computers with online access; Microsoft Outlook installation	Principal R. Munoz Asst. Prin. R. Lester Counselor D. Schneider; Curr. Coords.	August – July	Emails, faculty meeting minutes, survey results
OBJECTIVE 3 TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS					
9	Provide software/training for teachers to write lesson plans and submit them via email	Software, Teacher training	Principal R. Munoz; Tech. Dir. S. Pesato	Beginning of school year	Electronic submission of lesson plans
10	Provide directions for teachers to post updated curriculum maps to the District website	Directions	Tech. Dir. S. Pesato; S. Miller, B. Evans	By September	Posted Curriculum Maps; copy of directions
11	Utilize KILGO Curriculum for lesson planning	KILGOE/CSCOPE online access	Asst. Supt. S. Sostarich; Principal R. Munoz; Tech. Dir. S. Pesato	August – June	Lesson plans
OBJECTIVE 4 TEACHERS WILL UTILIZE TECHNOLOGY TO ASSESS STUDENT PERFORMANCE FOR THE PURPOSE OF ADJUSTING CURRICULUM, SCOPE AND SEQUENCE OF INSTRUCTION TO ADDRESS STUDENT NEEDS					
12	Utilize student assessment data management system (AWARE) for analyzing TAKS/STAAR/testing data, developing benchmarks, and building TEKS-aligned assessments.	Local	Asst. Supt. S. Sostarich; Principal R. Munoz; Couns. D. Schneider; Curr. Coords.; Tech. Dir. S. Pesato	September 2011 – June 2012 SW Component 1, 2, 8	TAKS/STAAR Results; TELPAS Results; AWARE Reports

TAKS/STAAR IMPROVEMENT PLAN

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

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

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

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
6	Set TAKS/STAAR mastery level percentages for initial PRIDE Intervention and Learning Lab Classes as well as tutorial grouping: READING Mastery: above 85% Support: 75-84% Bubble: 60-74% Re-teach: below 60% MATH Mastery: above 85% Support: 70-84% Bubble: 50-69% Re-teach: below 50%	AWARE software; 2004-2011 TAKS/STAAR data	Curriculum Coordinators	Beginning of school year, August	Data analysis graphs
7	Set Fall benchmark test mastery level percentages for PRIDE intervention class and Learning Lab re-grouping as well as identification of tutorial groups as follows: Mastery: above 70% Support: 60-69% Bubble: 35-59% Re-teach: below 35%	AWARE software	Curriculum Coordinators	October—November	Data analysis graphs; class rosters; tutorial logs
8	Set Spring benchmark test mastery level percentages for PRIDE intervention class and Learning Lab re-grouping and tutorials	AWARE software	Curriculum Coordinators	January—February	Data analysis graphs; class rosters; tutorial logs
9	Create a benchmark testing calendar	State testing calendar; school activity calendar	Curriculum Coordinators; Principal R. Munoz; Coun. D. Schneider	By beginning of school year, August	Campus calendar
OBJECTIVE 3: MAKE CURRICULAR CHOICES, AND PLAN PRIDE LESSONS AND CLASSROOM WARM-UP/SPONGE ACTIVITIES ACCORDING TO TAKS/STAAR AND BENCHMARK DATA, AND HOLD STUDENTS ACCOUNTABLE FOR THEIR PERFORMANCE					
10	Implement and assign grades for sponge activities in core areas	Various TAKS/STAAR materials	Core teachers	Daily (3-5 minute TAKS/STAAR sponge at beginning of period)	Teachers' gradebooks; Lesson plans
11	Implement and assign grades for sponge activities in electives	TAKS/STAAR materials and resource notebook (core subjects)	Electives teachers/ Curriculum Coordinators	Daily (3-5 minute TAKS/STAAR sponge at beginning of period)	Teachers' gradebooks; Lesson plans

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
12	Create subject-area targeted objective timelines	AWARE software; TAKS/STAAR results	Curriculum coordinators	By beginning of school year, August	Timelines
13	Share targeted objective timelines with departments for the purpose of curricular planning	Created timelines	Curriculum Coordinators	By beginning of school year, August	Timelines
14	Generate packets for daily instruction provided for PRIDE and Learning Lab Intervention classes.	TAKS/STAAR materials; Study Island; Plato	Curriculum Coordinators	August to May	Completed packets; Lesson plans; Teachers' gradebooks
15	Continue before/after school tutorials	TAKS/STAAR materials	Principal R. Munoz; Coun. D. Schneider; Core teachers	FALL Semester: Math and Reading Sessions SPRING Semester: Writing in Jan./Feb. Math, Reading, Science, & Social Studies Feb. to April	Copies of tutorial letters; student sign-in sheets
16	Offer computer lab access to online learning after school 1-2 days per week	Staff (1-2 aides) for supervision; 24-48 computers; Study Island access	Principal R. Munoz; B. Evans	Begin by 2 nd six weeks grading period and continue through May	"11 th period" rosters; computer lab sign-in logs
OBJECTIVE 4: INDIVIDUALIZE CURRICULAR CHOICES, PRIDE LESSONS, AND CLASSROOM ACTIVITIES FOR TAKS/STAAR A/M/ALT-TESTED SPECIAL EDUCATION STUDENTS ACCORDING TO THEIR PREDICTED LEVELS OF PERFORMANCE					
17	Monitor the progress of special ed. students through level-appropriate benchmark tests and communication between special education and content-area teachers	AWARE software; benchmark results; ARD minutes	Coun. D. Schneider; Spec. Ed. Teachers; Content Teachers	2 weeks after administering benchmark tests	Charted results
18	Set individual goals of performance on benchmark for special education students	AWARE software; Past TAKS/STAAR A/M/ALT results	Coun. D. Schneider; Spec. Ed. teachers	2-4 weeks before each benchmark	Benchmark results
OBJECTIVE 5: COMMUNICATE WITH PARENTS TO INFORM THEM OF THEIR CHILD'S TAKS/STAAR AND BENCHMARK PERFORMANCES AND NEED FOR ADDITIONAL INSTRUCTION/TUTORIALS					
19	Send score reports to parents after each Benchmark	Benchmark scores, reports	Principal R. Munoz; Coun. D. Schneider; Curriculum Coordinators	Approx. 2 weeks after each Benchmark (correlated with nearest progress report or report cards being sent home)	Copies of score reports

#	STRATEGIES FOR IMPROVEMENT AND/OR ACTIVITIES TO ENHANCE STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION
20	Send notices to parents of students who need TAKS/STAAR tutoring and/or invite to participate in the "Extended Day Learning Lab" after school	Benchmark scores TAKS/STAAR scores Content area grades	Principal R. Munoz; Coun. D. Schneider; Curriculum Coordinators	Ongoing, beginning 2 nd six weeks	Returned notices; Tutorial sign-in sheets
OBJECTIVE 6: RECOGNIZE/REWARD STUDENTS FOR TAKS/STAAR ACHIEVEMENT AND IMPROVED PERFORMANCE					
21	Hold a recognition assembly for commended performers on the previous year's TAKS/STAAR tests	AWARE software; certificate paper; frames; laser printer ink; invitation printing and postage	Principal R. Munoz; Coun. D. Schneider; A.P. R. Lester; Curriculum Coordinators	Prior to the end of the first six weeks	Sign-in sheets; purchase orders
22	Post student pictures and certificate of recognition for commended performers in the school's "Hall of Honor"	AWARE software; certificate paper; frames; laser printer ink	Principal R. Munoz; Coun. D. Schneider; A.P. R. Lester; Curriculum Coordinators	Prior to the end of the first six weeks	Hallway display; purchase orders
OBJECTIVE 7: MAINTAIN CAMPUS-WIDE MINIMUM STANDARDS FOR GRADE-REPORTING (PROGRESS REPORTS AND REPORT CARDS) IN ORDER TO GIVE PARENTS, TEACHERS, AND ADMINISTRATION A MORE ACCURATE REFLECTION OF STUDENT PERFORMANCE					
23	In all subject classes, with the exception only of athletics, the <u>minimum</u> number of grades taken each six weeks grading period will be <u>twelve</u> . In addition to the 12 daily grades, the minimum number of test/major project grades taken will be <u>three</u> .	Gradespeed software	Principal R. Munoz; Department Chairpersons; Teachers, Curriculum Coordinators	Ongoing	Lesson plans; teachers' gradebooks
24	Each student, regardless of current average, will receive a progress report midway through the grading period	Gradespeed software	Principal R. Munoz; Dept. Chairpersons; Teachers, Curriculum Coordinators	Ongoing	Lesson plans; teachers' gradebooks
25	Progress report averages will reflect a <u>minimum of six substantial grades</u> (i.e. a "folder check" or "homework check" grade would not be considered substantial), of which <u>at least one</u> must be a <u>test/major project</u>	Gradespeed software	Principal R. Munoz; Department Chairpersons; Teachers, Curriculum Coordinators	Ongoing	Lesson plans; teachers' gradebooks

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 a Title I campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I school wide program (on a campus with over 50% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

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

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

Campus-Level SCE Services 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.

Devine Middle School

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
PRIDE (Purpose, Respect, Integrity, Discipline, Excellence) CLASS Students receive assistance on STAAR test-taking skills.	Certified Teachers-25 (0.13 FTEs) SCE -\$159,984	Principal Asst. Principal of C&I	August 2011- June 2012	Teacher tests Grade cards	Pass all classes STAAR results
After School & Saturday School Tutorials -Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives.	Certified teacher, SCE-\$2,500 Supplies Rural Tech Grant	Principal	August 2011- May 2012-	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
Dyslexia -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$900 (materials and assessment stipend) Local	Principal Dyslexia teacher Assessment teacher	August 2011- June 2012	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
Staff Development –Provide professional development to assist teachers in meeting the needs of students at-risk of not passing STAAR or subject/grade level.	SCE -\$1,000 Local Title II, Part A Title I, Part A- AYP reservation	Principal Asst. Sup. C&I Dir Spec. Prog/ Personnel	August 2011- June 2012	360 observation tool	Administrative observations of at-risk strategies applied in the classroom.

Summer School - Provide accelerated instruction for eighth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines.	2 certified teachers (2 FTEs) SCE-\$5,000	Principal, Certified Teachers GPC	June- 2012	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
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Devine Middle School - SCE Services 2011-2012

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
DAEP -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 principal, 2 certified, teachers (3 FTEs) SCE-\$165,000 Supplies SCE \$5,000 (incorporated w/ HS funds)	DAEP Principal DAEP Teachers	August 2011- June 2012	Teacher tests Grade cards	Passing grades Stay in school
JJAEP -Participate in Atascosa JJAEP as an alternative to expulsion	(same funds as above)	Superintendent MS/HS Principals Asst. Principals DAEP Principal	August 2011- June 2012	First semester record of student attendance	Yearly record of student attendance
Homebound Services -Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers SCE-\$500	Principal	August 2011- June 2012	Teacher tests Grade cards	Passing all core subjects
STAAR Materials -Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-\$3,500	Principal	August 2011- June 2012	Teacher tests Grade cards	Passing applicable component of STAAR

Devine Middle School - SCE Services 2011-2012

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
PLATO Lab – Provide student support and remediation for core subject areas and TAKS with PLATO software.	Local	Principal	August 2011- June 2012	Pre/Post Test	Passing STAAR and passing grades
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2011- June 2012	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports
Optional Flex Year Program- In lieu of summer school, provide accelerated instruction in small groups the last eight days of school for students that failed STAAR 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	Principal APs AP of C&I, Teachers	May 22-June 1, 2012	Benchmarks STAAR Report cards	EOY Assessments Report Cards