

DEVINE INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan for a School-Wide Program

DEVINE INTERMEDIATE SCHOOL

2022-2023



Last Revised November 1, 2022

TABLE OF CONTENTS

Campus Administration	3
Site-Based Committee Membership	4
Campus Demographic Summary	5
Instructional Analysis STAAR Performance	6
Campus Improvement Plan	7
Comprehensive Needs Assessment	34
Use of Other Resources	44
Overview of State Compensatory Education	45
District SCE Policies and Procedures	47
Campus-Level SCE Services	49
TEA Strategic Priorities	51
Critical Success Factors	52
ESSA School Wide Components	65

**Devine Independent School District
Mission Statement**

Devine ISD fosters respectful lifelong learners and leaders who maximize their potential through optimal educational opportunities offered in an environment of equality, respect, and competitiveness.

CAMPUS ADMINISTRATION

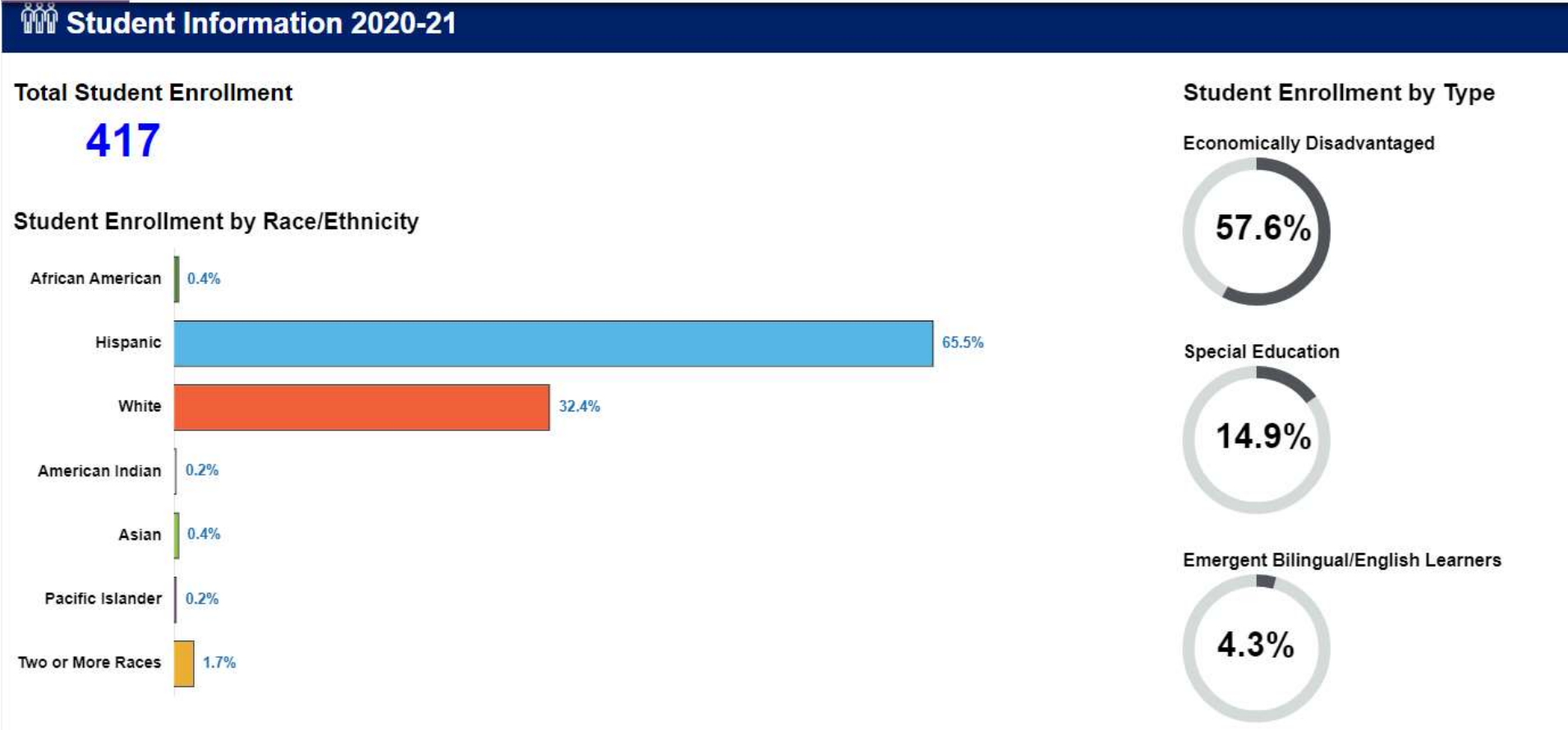
**Michael Gomez—Principal
Lysandra Reyes—Assistant Principal
Cassie Brown—Counselor**

DEVINE INTERMEDIATE SCHOOL

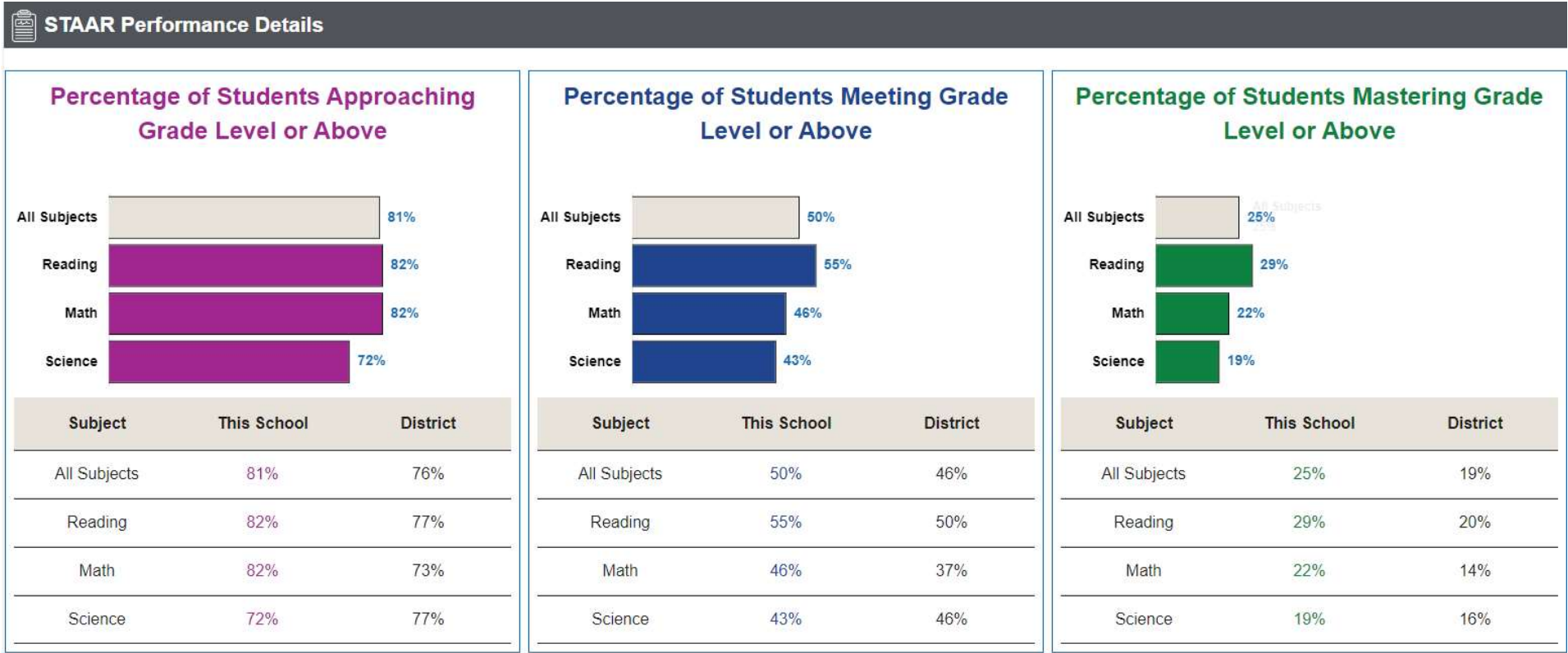
Site-Based Decision Making Team

Michael Gomez	Principal
Lysandra Reyes	Assistant Principal
Lynssi Grubb	Grade 3 Teacher
Lori Moore	Grade 4 Teacher
Corinna Quintanilla	Grade 5 Teacher
Daryl Wendel	Central Office Staff
Amber Stricker	Parent
Bobby Grubb	Community Member

Devine Intermediate School
Demographic Summary



Instructional Data Analyses



**Campus Improvement Plan
Goals, Objectives, and Strategies
2022-23**

District Goal #1: Parent and Community Involvement: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students. CSF 5

Campus Objective: Through the promotion of parent involvement with communication, active participation and community partnership, we expect growth in family/community participation in the educational setting that will maintain high expectations and high achievement for all students.

Campus Goals:

- Communicate effectively with all parents and encourage their involvement in the school
- Maintain public confidence in our school
- Increase the business community's understanding and involvement in the educational program of the school
- Include parents and community in decision making
- Engage parent and community involvement
- Provide opportunities to engage parents in learning strategies to support their student
- Increase social media participation and presence, keep and up to date website, and deliver a weekly campus bulletin to the community through various communication channels

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
1. Maintain Facebook page and up to date webpage	Principal and Assistant Principal	September- May SW - 6	Administrator	Facebook account		

Devine Intermediate School Campus Improvement Plan

2. Include parents and community in decision-making.	Principal, SBDM Committee	August – June SW - 6	Administrator, Counselor, Teachers, Paraprofessionals	SBDM documentation Sign-in Sheets		
3. Provide information to families through Annual GT Parent Meeting to assist them in understanding and accessing the GT program.	Principal, GT teacher	September – June SW - 6	GT Campus Representative	Agenda and letter on file		
4. Provide information to families through Annual Dyslexia Parent Meeting to assist them in understanding and accessing the dyslexia program.	Principal, Reading Interventionists, Dyslexia Coordinator	August – June SW - 6	Counselor, Reading Interventionist, Dyslexia campus representative	Teacher logs, Agenda and invitation on file		
Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May

Devine Intermediate School Campus Improvement Plan

5. Host a “Thankful for Families” Breakfast in November, Veterans Day Concert, “Lunch with the Warhorses and Arabians” in October	Principal and staff	November - May SW 9	Staff	Sign-in sheets		
6. Increase interest and community involvement in Red Ribbon Week activities by advertising the daily activities and distributing ribbons to students/staff.	Principal, SBDMC, Director of Special Programs, Counselor	October SW 10	Staff	Number of ribbons distributed, Activity schedules, Lesson plans		
7. Host a Family and Friends Night during Book Fair.	Principal Library Aide	February SW 6	Local Funds	Book sales		
8. Host a series of Workshops called “Night School” for parent engagement and learning	Principal	October - May SW 6	Title I	Sign-in sheets Social Media posts		
9. Use program such as Remind and School Messenger and class news letters to send reminders to parents about school activities.	Teachers Principal	August-June SW Component 6	Local Funds			
Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
10. Address parent involvement in regular LPAC/ARD	Principal, Counselor, ARD administrator	August – May SW - 6	Local funds	LPAC Minutes, ARDC Minutes, Sign-in Sheets		

Devine Intermediate School Campus Improvement Plan

teacher conference meetings to develop appropriate goals' and IEPs.						
11. Encourage Parent/Teacher conferences throughout the year.	Principal, Classroom teachers	August – June SW - 1	Teachers	Letters on file Parent logs Sign-I sheets		
12. Involve parents through Accelerated Reader, Agriculture Fair, classroom parties, Title I meeting, GT meeting, Dyslexia meeting, PTO, field trips, volunteering in classrooms, classroom visits	Principal, AP, Classroom teachers, Staff, SBDM Committee, UIL Director	September – June SW - 6	Volunteers, PTO, Principal, Counselor, Teachers, Local funds, Title I funds	Letters on file, lists on file, names on file		
13. Conduct parenting workshops and activities to inform parents about special programs, how to help students at home, how to read to students, STAAR strategies they can use at home, health issues, and the AR program.	Spec. Prog. Dir., Counselor	August - May SW – 4, 10	Title I – Part A Title IV–Part A Local	Sign-in rosters, Letters on file		
Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
14. Conduct two annual Title I public meeting to inform parents of Title I programs and review school/parent compact.	Spec. Prog. Dir. Principal	Fall SW - 6	Title I Funds	Sign-in rosters Evaluation forms Minutes		

Devine Intermediate School Campus Improvement Plan

15. Provide Weekly Bronco Bulletin by Principal	Principal	September – June SW - 6	Local Funds	Bronco Bulletin posted to social media and websites and sent in school messenger		
16. Conduct a parent orientation and open house at the beginning of each school year (Meet the Teacher), Promote Public School Week in March.	Principal, AP, Teachers, Staff	August, Sept., and March SW – 6	Local funds	Attendance sign-in sheets		
Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
17. Inform parent and community members of school activities and campus programs through the registration/enrollment packet, district website, campus Facebook,	Principal, Asst. Prin., Counselor, Spec. Prog. Dir.	August – June SW – 6	Local funds	Published articles		

Devine Intermediate School Campus Improvement Plan

classroom Remind, and local media.						
19. Distribute a parent satisfaction survey for parental input on an annual basis.	Principal, AP, Counselor	April SW - 1	Local funds	Survey responses		

District Goal #2: Student Achievement: All students are expected to meet their full educational potential.

CSF 1, 2, 3, 4

Campus Objectives:

- Increase student achievement on the STAAR
- Increase the number of students achieving Meets and Masters on the STAAR
- Reduce the achievement gap among disaggregated student populations on the STAAR
- Increase the achievement of special populations students on the STAAR
- Increase the number of students meeting the passing standard each six weeks

Campus Goals:

- In campus Domain 2, Student Achievement, all student groups (race/ethnicity, special education, ELL, LEP, economically disadvantaged) will achieve a five-percentage point increase in the percent of tested students meeting or exceeding one year of academic progress in reading and mathematics when compared to school year 2021-2022.
- In campus Domain 3, School Progress, all student groups (race/ethnicity, special education, ELL, LEP, economically disadvantaged) will exceed the state Domain 3 score and show growth over campus performance in school year 2021-2022.
- Close the gap for all third, fourth and fifth-grade Hispanic, and economically disadvantaged students to less than 5 percentage points as compared to all students that attain Approaches/Meets/Masters Grade Level on the appropriate STAAR test
- 60 percent or more of special education and LEP students will attain Approaches Grade Level or higher on the STAAR tests

Devine Intermediate School Campus Improvement Plan

- Maintain the percent of Gifted/Talented students mastering the STAAR at 100%
- Increase the number of students passing for each six weeks to greater than 90%, with an annual promotion rate of 99% or greater.

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
1. Provide opportunities for teachers to discuss the STAAR and other testing measures in staff development meetings.	Principal, AP	August - May SW – 8	Local Funds	Agenda		
2. Schedule one faculty meeting per year to gather input and inform teachers of new assessment instruments and accommodations.	Principal, AP, Counselor	August – September SW – 8	Local funds	Agenda, sign-in sheet		
3. Coordinate the administration of the STAAR and TELPAS for ESL students, and appropriate STAAR Assessments based on IEP for SPED students	Asst. Supt., District Testing Coordinator, Principal, Asst. Principal, Counselor, Campus Testing Coordinator	March – July SW – 8	Local Title III	STAAR, TELPAS, Appropriate STAAR Assessments based on IEP		
4. Conduct small group instruction and remediation for students that are identified as benefiting from RtI and students mandated for HB4545 tutoring.	Principal, AP, Teachers, Paraprofessionals, Spec. Prog. Dir.	August – May SW – 9	SCE Local	TPRI, STAAR report cards, Universal screener		
5. Train campus staff to review, interpret, and update the test data and give input into the choices of assessments and the use of assessments.	Asst. Supt, Principal, AP, Instructional Specialist, ESC 20 Training	September SW - 2	Local	Agenda Sign-in Sheets		

Devine Intermediate School Campus Improvement Plan

6. Disaggregated data from STAAR, iReady diagnostics and STAAR Alt II and use to determine student needs	Principal, AP, Counselor, Instructional Specialist, Teachers	August – June SW - 2	Local	Data from state assessments, iReady and benchmark tests		
7. Daily math scaffolded warm-ups that include problem-solving activities appropriate to each grade level	Principal, AP, Instructional Specialist, Classroom teachers	August – June SW - 2	Local	Lesson plans Observations		
8. Continue to implement Math, Reading, Writing, and Science Processes.	Principal, A.P., Instructional Specialist, classroom teachers	September - June SW - 2	Local	Lesson plans Formal obser. Walk throughs		
9. Target the student expectations and objectives for <i>at-risk</i> students and implement STAAR acceleration strategies to ensure that students who experience difficulty mastering standard levels of academic achievement are successful	Asst Supt. Dir. of Sp. Ed. Spec. Prog. Dir., Principal, AP, Instr. Spec.,ESC 20 SpEd Contracted Services,	August –June SW – 1, 2, 8	Local Title II-Part A SCE	TPRI scores ITBS scores STAAR results TELPAS results PBMAS indicators TAPR		
10. Utilize student assessment data management system (AWARE), Lead4ward and I-Ready to analyze STAAR/testing, data, developing benchmarks, and building TEKS-aligned assessments.	Asst. Supt., Principal, AP, Instr. Spec,Grade level coordinators	September – June SW – 1, 2, 8	Local	TPRI scores STAAR result TELPAS results Curriculum based assessments		

Devine Intermediate School Campus Improvement Plan

11. Revise plan and procedures for meeting State/Federal standards in special ed., reading and math performance measures.	Principal, AP, Counselor, SP. ED Dir., Diagnostician, Teachers	September –June SW – 2, 9	Local Funds	STAAR scores PBMAS		
12. Use heterogeneous grouping in all grade levels.	Principal, AP, Counselor	August – June SW - 2	Counselor, Teachers	Class lists,		
13. Continue Envision Math program throughout intermediate grade levels.	Principal, Classroom teachers, AP	August – June SW - 2	District funds	Lesson plans		
14. Continue vertical grade level meetings to review and revise scope and sequence and implement core subject programs.	Principal, AP, Classroom teachers, Instr. Spec.	August – June SW - 8	Teachers	Meeting minutes		
15. Continue the Accelerated Reader program.	Principal, AP, Classroom teachers, Director of Library Services, Library Aide	August – June SW – 2, 4	Local funds	AR computer reports		
16. Use STAR testing for AR program to determine appropriate reading level.	Classroom teachers, computer lab aide	Aug., Dec., May SW - 8	Local funds	Computer reports		

Devine Intermediate School Campus Improvement Plan

17. Continue to use math and science manipulatives in classrooms and science lab.	Principal, AP, Classroom teachers	On-going SW - 2	Local funds	Purchase orders, test results, observation		
18. Purchase expository and informational library books for the AR program.	Principal, Dir. Of Library Ser.	August – Sept. SW - 2	Local funds	STAAR scores, purchase orders		
19. Monitor to ensure that all students receive 45 minutes of I-Ready in reading and math weekly to aid in all student's academic growth.	Principal, Computer Lab Facilitator, Teachers, Title I Aide	September – May SW 2, 9	Local	Computer reports, STAAR reading scores, I-Ready reports		
20. Provide small group instruction in Bronco for students to advance from Approaches to Meets and Masters on the STAAR.	Principal, AP, Teachers, Title I Aide	September – May SW 2, 9	Local	Computer reports, STAAR reading scores, I-Ready reports, benchmark scores		
21. Provide RTI, HB4545 tutoring and accelerated instruction during Bronco for at risk students.	Principal, Computer Lab Facilitator, Teachers, Title I Aide	September – May SW 2, 9		STAAR reading/math scores, I-Ready reports, benchmark scores, progress monitoring reports		
22. Continue Reading By design for dyslexic students, and supplement using Lexia	Principal, Reading Interventionists, Dyslexia Coordinator	September – May SW 2, 9	Title I-Part A SCE	STAAR results, Dyslexia Screener		

Devine Intermediate School Campus Improvement Plan

23. Provide certified Reading Interventionist or Master Reading Teacher to accelerate reading success	Spec. Prog. Dir., Principal	September – May SW 2, 9	Title-1Part A Local	STAAR results, Dyslexia Screener		
24. Provide Migrant students the support and tutorials to help in closing the gaps.	Spec. Prog. Dir., Principal	September – May SW 2, 9	Title-1Part C/ESC 20 SSA	Computer reports, STAAR reading scores, i-Ready reports		
25. Administer and disaggregate data from STAAR Benchmarks for all students.	Principal, AP, Counselor, Teachers	September – May SW -8	Teachers	Observation, Assessment results		
26. Provide an in-school accelerated instruction program for students at-risk of not meeting standards.	Principal, AP, Teachers, Classroom Aides, counselor	November – April SW 2, 9	Local Funds	Class lists, time logs, retention list, STAAR scores, AWARE,		
27. Provide in-service to parents that address helping students at home. 28.	Counselor, Spec. Prog. Dir.	September – May SW 1	Local Title I-Part A	Sign-in sheets, letter on file		
29. Sign a school/parent Title I Compact to make the school	Principal, Classroom teachers	August SW 1	Title I -Part A	Copies on file		

Devine Intermediate School Campus Improvement Plan

and the parents' partners in education.						
30. Use Title I aides in classrooms to aid teachers in the instruction of all students.	Principal, Classroom teacher.	August – May SW 2,9	Title I-Part A Funds	Title I Aides schedules, Teachers Observation		
31. Provide accelerated instruction for students not passing state assessments, failing EOY averages, and attendance noncompliance	Classroom teachers, Principal, Counselor	June – July SW 2,9	SCE Title I-Part A	Attend. report, Report cards, STAAR results, AWARE		
32. Incorporate oral language strategies for ESL students through use of ESL materials, software, and staff development.	Principal, ESL teachers, Director of Special Programs	August – June SW 2,9	Local Title III	STAAR, TELPAS, AMOS		
33. Provide English Language Learners with support through the use tutorials, programs (Rosetta Stone), and tutors.	Principal, ESL teachers, Director of Special Programs	August – June SW 2,9	Title III-Part A/ ESC 20-SSA	STAAR TELPAS		
34. Inclusion of curriculum units on Black History Month, Hispanic Awareness, women's contributions to society, and awareness of various cultures through literature.	Principal, AP, Classroom Teachers, Vertical Teams	August – June SW 2	State and Local Funds	Lesson Plans, Teacher Observations		

Devine Intermediate School Campus Improvement Plan

35. Teachers will apply research-based reading strategies addressing the priority components, supported by professional development, teacher collaboration, and instructional materials.	Teachers, Principal, Grade Level Coordinator, AP	October – June SW 2	Staff Title I	Lesson Plans observation, walkthroughs		
36. Identify all students determined to be at-risk for reading failure, and monitor Tier 2 and Tier 3 interventions.	Principal, AP Reading Interventionist, Teachers	August - May SW 8	Local	TPRI Reports, Classroom Assessments, Education Galaxy		
37. Implement district special education strategic plan.	Principal, Dir. of Sp. Ed.	On – going SW 2	Local	Appropriate STAAR Assessments based on IEP		
38. Provide inclusion and resource to address the needs of special education students in reading and math.	Principal, Special Ed teachers	August – May SW 2	Sp Ed	Class rosters, Progress reports		
39. Provide intensive, sustained professional development to address the needs of student expectations, differentiated instruction in the inclusion classroom, instructional strategies for student engagement.	Assistant Supt. Dir. of Special Ed. Spec. Prog. Dir., Principal. ESC 20 SpEd Contracted Services,	September –June SW 2, 4	Local Title II-Part A SCE Title I-Part A	TPRI scores STAAR results TELPAS results PBMAS indicators TAPR, Agenda		
40. Create a 5 th grade Science class with designated science	Principal, Science Teachers	Aug – June	Local	STAAR scores TTESS evals		

Devine Intermediate School Campus Improvement Plan

teachers to improve Science scores						
41. All unit assessments meet district checklist requirements to increase DOK level questioning in preparation for STAAR	All Staff	Aug – June	Local	STAAR scores		

District Goal #3: Curriculum and Instruction: A well-balanced and appropriate curriculum will be provided to all students. *CSF 1, 2*

Campus Objectives:

- Teachers will improve instructional strategies and implementation of the TEKS Resource System curriculum across the campus to ensure students are interacting with content at high levels of rigor.
- Through effective and efficient leadership opportunities and professional development, teachers will improve the use of and integrate technology throughout instruction and management to improve student performance.
- Align all assessments with district assessment checklist standards

Campus Goals:

- 95% of students will demonstrate mastery of the TEKS
- 100% of teachers will align their lessons with TEKS Resource System
- Implement Professional Learning Communities
- Enhance the effectiveness of classroom instruction and student learning through appropriate application of technology
- 100% of unit assessments will be done online through Eduphoria and meet all district assessment checklist requirements

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
1. Continue to offer fine arts curriculum in the area of art, music and character education instruction. Students will do activities which include creative expression, historical, and cultural heritage.	Character Ed / Art Paraprofessional Music Teacher	August-June SW 2, 8, 10	Local	Display of student work Teacher observation		

Devine Intermediate School Campus Improvement Plan

2. Daily phone calls to parents when students are absent..	Principal, Counselor, Classroom teachers, Attendance Clerk	August – June SW 3, 7	Teachers, Attendance Clerk, School Messenger	Phone logs, Attendance records		
3. District Truancy Director and SRO will assist principal in communicating with parents and help enforce compulsory attendance law.	Principal, Truancy Director, SRO, Spec. Prog. Dir.	October SW 3, 7	Local City of Devine	Truancy Director Log, SRO log		
4. Monitor weekly lesson plans which are based on TEKS and developed with TEKS Resources alignment	Principal, AP	August – June SW 3	State and local	Lesson plans on file		
5. Monitor six weeks' failure report to ensure that students will receive timely assistance. Implement a tracking form for students who failed a 6 weeks to be monitored by counselor	Principal AP, Counselor, Teachers	October – May SW 6	State and local	Observation, Reports on file		

Devine Intermediate School Campus Improvement Plan

6. Implement TEKS Resources Curriculum and Lead4Ward data analysis to reflect TEKS standards.	Principal, AP, Grade Level Coordinator, Teachers Instructional Specialist	August – June SW 2	Teachers	Lesson Plans, Scope and Sequence, YAG		
7. Use Random Acts of Kindness Curriculum for the Character Education Program.	Principal, Asst. Principal, Teachers, and Counselor, Character Ed para	August – June SW 2	State Local	Decreased discipline referrals		
8. Meet federal standards for curriculum alignment and assessment through TEKS & ELPS alignment of campus curriculum.	Principal, AP, Grade level coordinators, Asst. Supt.	August - June SW 2, 4, 9	Local Title III	Lesson Plans, Vertical Alignment Documentation, STAAR		
9. Provide library books of high interest and appropriate reading levels that can be incorporated into the ELAR curriculum.	Director of Library Services, Librarian, ELA teachers	August - June SW 2	Local	Library book checkout report, Lesson Plans, Booklist		
10. Use the Accelerated Reader program	Principal, AP, AR Grade-level Reps, Librarian	September – June SW 4	State and Local funds	Class reports		

Devine Intermediate School Campus Improvement Plan

11. Provide students training covering internet use.	Principal, AP, Teachers, Computer Lab Aide	August – June SW 8, 9	Title I- Part A State and Local	Sign-in sheets, Lesson plans		
12. Use technology to access information and enhance instruction; i.e., United Streaming Video, Chromebooks, Interactive White Boards, , interactive panels and laptop cart	Principal, AP, Teachers	September – June SW 2	Title I State and Local SCE	Formative Evaluation, Walkthroughs, Lesson Plans		
13. Maintain one-to-one ratio of student computers in classrooms.	Principal, Technology Director	September – June SW 9	State and Local	Purchase orders		
14. Continue Envision Math program to enhance classroom instruction. Students can access from home if they have internet access.	Classroom teachers	August – June SW 2, 9	Local	STAAR Scores		
15. Allocate available funds to meet all student and staff needs.	Principal, SBDM Committee, Director of Special Programs	July- June SW 1, 2, 7, 8, 9	Federal, State, and Local	Budget and purchase orders on file		
16. Monitor expenditures to achieve equitable distribution of available resources and coordinate and integrate federal, state, and local funds to ensure efficient use.	Principal, SBDM Committee	August – June SW 1, 2, 7, 8, 9	Teachers, SBDMC, Federal, State and Local, TECS	Purchase orders, expenditure reports		

Devine Intermediate School Campus Improvement Plan

17. Schedule time during staff development days to allow for vertical teaming across feeder campuses	Principal	August – June SW 2, 9	Title II-Part A Local	Purchase orders Agendas Sign-in sheets		
18. Provide opportunities for general staff development at ESC 20, off-site, on-site	Principal, Director of Special Programs	August – June SW 2, 9	Title II-Part A Local	Purchase orders Agendas Sign-in sheets		
19. Provide professional development in Tunstall's Guided Math	Principal, Director of Special Programs	August – June SW 2, 9	Title II-Part A	Purchase order Attendance Cert.		

District Goal #4: Qualified and Effective Personnel: Highly qualified effective personnel will be recruited, developed, and retained. *CSF 7*

Campus Objectives:

- **Increase the capacity of teachers to facilitate collaboration and implementation of effective Professional Learning Communities which will result in a decrease in teacher attrition and an increase in teacher retention.**
- **Provide the campus' educators and paraprofessionals with the support, tools, and resources to empower them to effectively teach all students**

Campus Goals:

- Notify central office of impending vacancies so that the district will recruit highly qualified and effective teachers
- Provide timely orientation for new staff
- Assign each new teacher an experienced mentor and complete mentor/mentee program to include observations
- Provide quality staff development
- Provide administrative support to all personnel
- Utilize appropriate resources and technologies
- Allow teachers the opportunities for input in the decision-making process involving testing and materials
- Reach 100% certification for our DOI teachers

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
1. Provide year round and timely staff development to ensure that all teachers are highly effective.	Spec. Prog. Dir., Assistant Supt., Principal	August – June SW 4	Title Part A, Title II- Part A, Title III Part A Local	Staff development survey, annual review of teacher certification		
2. Provide quality professional development to ensure all teachers have the knowledge to maintain a remote classroom setting using the approved LMS. (Google Classroom)	Spec. Prog. Dir., Assistant Supt., Principal	August – June SW 4	Title II-Part A Local	Staff development survey, annual review of teacher certification, professional development agendas		

Devine Intermediate School Campus Improvement Plan

3. Participate, as requested, in the student-teacher program offered by Devine High School FCCLA class.	Principal, AP, Classroom Teachers	August - May SW 4	High School Staff Intermediate Staff	Lesson plans Students' schedules		
4. The district will provide reimbursement for the ExCET/TEsES test in high needs areas to assist teachers in becoming highly effective.	Spec. Prog. Dir., Assistant Supt., Principal	August – June SW 5	Title II-Part A Local	Highly effective teacher certification		
5. Provide year round and timely staff development for paraprofessionals that would increase their ability to assist in instructing reading, writing and math.	Spec. Prog. Dir., Assistant Supt., Principal	August – June SW 4	Title II-Part A Title I-Part A Local	Sign-in sheets, Certificates		
6. Provide means for paraprofessionals to meet ESSA requirements by attending ESC-20 TOP Training.	Spec. Prog. Dir., Assist. Supt.	July – June SW 4	Title II-Part A Local	Transcripts, Educational Aide Certificates		
7. Provide staff development on T-TESS with online training.	Asst. Supt., Principal, AP	August-Sept. SW 4	Local funds	Agenda, Completion Certificate		

Devine Intermediate School Campus Improvement Plan

8. Provide staff development in analyzing and disaggregating STAAR scores.	Principal, Asst. Principal, Counselor, Asst. Supt.	August – Sept. SW 4	Title I-Part A Title II-Part A Local	Agenda, Sign in sheets		
9. Provide training in computer/internet use.	Principal, Information specialist	August –May SW 4	Local funds	Agenda, sign in sheets		
10. Provide access to Region 20 workshops including funds for travel, substitutes, & fees and provide funds for attending other curriculum-related workshops.	Principal, Spec. Prog. Dir.	August – May SW 4, 5	Local, Title I Part A Title II Part A	Certificates of Attendance, purchase orders		
11. Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings.	Principal Classroom teachers	August -June SW 2, 3, 9	Local, SCE, Title I Part A	TPRI scores STAAR results TELPAS results Schedules		

Devine Intermediate School Campus Improvement Plan

12. Assign all first-year teachers with a mentor and appropriate training, including a mentoring stipend for mentor.	Region 20, Principal, Spec. Prog. Dir., Assist. Supt.	August - May SW 4	State and Local Title II-Part A Title IV-Part A	Observation; personnel files		
13. Provide staff development in state assessment data and Eduphoria data disaggregation through Grade-Level Meetings and Faculty meeting.	Principal, AP, Teachers	August – May SW 2, 8	Local	Agenda		
14. Provide staff development to address parent involvement in events such as LPAC meetings, parent/teacher conferences, Texas Public School Week, classroom visitations, and grade level meetings.	Principal, AP, Counselor	August – June SW 8	Local	Minutes		
15. Provide staff development to address parent involvement through student/parent compacts.	Principal, classroom teachers, students, parents	August – June SW 6	Local Title I-Part A	Agendas on file		

Devine Intermediate School Campus Improvement Plan

16. Provide staff development to address parent involvement through parent workshops.	Spec. Prog. Dir.	August – June SW 6	Title I-Part A	Sign-in sheets		
17. Employ School-wide classroom management plan that is effective in reducing discipline referrals (CHAMPS)	AP, Discipline Committee	August - June SW 3	Local	Office referrals reports		
18. Provide training and support for all ESL teachers	Principal Spec. Prog. Dir.,	August – June SW 6	Title III-Part A Title II-Part A Local	Purchase orders, Agendas Sign-in sheets		

District Goal #5: School Climate: Disciplined Environment: The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community. *CSF 6*

Campus Objective: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will maintain a safe and disciplined environment conducive to student learning and a positive perception in the community.

Campus Goals:

- Complete door audit weekly with a 100% pass rate
- Complete all required monthly drills
- Implement a share school vision and school motto to guide our school culture through
- Build a positive school climate for students by promoting professional relations between students and all campus staff.
- Build a positive school climate and teamwork among faculty and staff
- Involve district staff, campus staff, parents and community representatives in improving student achievement and discipline through shared decision-making

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
1. Plan activities that will improve climate, provide opportunities for teachers to demonstrate educational strengths, and build teamwork among faculty.	Principal, AP, Staff, Committees	August – June SW 8	State and Local	Announcements, Agenda, Luncheons		
2. Develop, monitor, and revise the campus plan.	SBDM Committee	August – June SW 10	Local	Campus plan, minutes, sign-in sheets, CNA		
3. Provide information on good hygiene and growth.	Counselor, Nurse	August – June SW 2	Teachers State and Local	Agenda, Lesson plans, Sign In Sheets		

Devine Intermediate School Campus Improvement Plan

Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
4. Participate in Red Ribbon Week in order to inform all students of the dangers of taking drugs.	Principal, Counselor, Teachers, Assist. Supt. for Special Programs	October SW 2	Local	Agenda, Calendars		
5. Promote career awareness. College/military shirt day once a month	Principal, AP, Counselor, teachers, Paraprofessionals	August – June SW 2	State and Local	College Go Get It Week, Classroom visitations		
6. School resource officer will be visible in parking lots and hallways to ensure students safety.	Superintendent, Spec. Prog. Dir., Principal, SRO	August – June SW 7	City of Devine DISD	SRO Reports		
7. Maintain certifications from NCI.	Core Team Teachers in high need areas	August – June SW 4, 9	Special Ed	PEIMS Discipline Reports		
8. Provide ethics training to all staff	Principal Assist. Supt. Spec. Prog. Dir.	August – June SW 4, 9	Title II-PartA	Agendas Sign-in sheets		
9. Provide safety training for all staff.	Assist. Supt.	August – June SW 4, 9	Title-IV – Part A	Agendas		

Devine Intermediate School Campus Improvement Plan

	Spec. Prog. Dir. Principal			Sign-in sheets		
Activities/Strategies	Person Responsible	Timeline and SW Component	Resource Allocation	Evaluation	Formative	
					Dec	May
10. Initiate a campus wide classroom management program and provide training for all staff in the preferred initiative.	Principal Assist. Principal	August – June SW 4, 9	State, Local, Title 1	Agendas, sign-ins, completion certificates		
11. Maintain a weekly door check log	Principal, Assist. Principal,	August – June SW 4, 9	State, Local	Door Check log on google drive		
12. Implement the Bronco B's as our campus vision for students	Principal, Assist. Principal, Staff,	August – June SW 4, 9	State, Local	Announcements Campus signs		
13. Implement “Level Up” as our campus Motto	Principal, Assist. Principal, Staff,	August – June SW 4, 9	State, Local	T-shirts Announcements Campus signs		
14. Implement the Bronco Buckle weekly winner. This will be a teacher to teacher award/recognition	All Staff	August – June SW 4, 9	State, Local	Bronco Bulletin Announcement Social Media		

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

Parent and Community Involvement

SW COMPONENT 6, CSF 5

FAMILY AND COMMUNITY INVOLVEMENT REFERS TO HOW THESE STAKEHOLDERS ARE INFORMED, INVESTED, AND INVOLVED AS PARTNERS IN SUPPORTING THE SCHOOL COMMUNITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHIEVEMENT FOR ALL STUDENTS.

GOAL 1

Data Sources Reviewed

- Goal #1: FAMILY AND COMMUNITY INVOLVMENT REFERS TO HOW THESE STAKEHOLDERS ARE INFORMED, INVESTED, AND INVOLVED AS PARTNERS IN SUPPORTING THE SCHOOL COMMUITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHEIVEMENT FOR ALL STUDENTS.
- TAPR
 - Cut-scores from TEA
 - Faculty Surveys
 - Parent Surveys
 - Annual Discipline Report
 - Questions
 - Interviews
 - Feedback Data
 - Walkthrough Data
 - Parent Conference
 - Parent climate survey
 - Annual Review Agenda from Title I
 - District Calendar Events
 - Title I Parent Compact
 - Demographic data/TAPR
 - Facebook page comments

Findings/Analysis	
Strengths	Needs
Special events for parents/family members	Improve level of “customer service”
Team Teaching 4 th grade	Provide more information and training regarding bullying
Self-contained 3 rd grade	Increase PTO Membership for staff and parents
Meet the Teacher/Open House	Encourage participation in campus events
Evening grade level meeting with parents	Call both parents when issues arise when parents are not together
Parent Engagement Cohort Training	More opportunities for teacher meetings
Facilities	Comprehensive Parent Survey
UIL Participation	Special events parent survey
Safety	
Communication between staff and parents	
Classroom agendas	
Parent e-mails	
Bronco Focus for staff	
Cafeteria menus online	
“Counselor’s Corner” articles in local newspaper	
Campus Facebook	
Classroom Remind	
DISD webpage	
Classroom newsletters (weekly)	
Weekly Folders	
Marquee District/Campus	

Frequent update on campus calendar
More communication via School Messenger

Summary of Needs

- Improve communication with students, parents, staff, community, business, and administration through a variety of means.
- Promote participation in the PTO
- Open House meetings should include an opportunity to meet all the teachers not just the homeroom teacher
- Encourage parent participation in campus events
- Teacher meeting to discuss students

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

Student Achievement

SW COMPONENT 2, CSF 1, 2, 3, 4

GOAL 2 Data Sources Reviewed

- Goal 2: Reviews varied sources of formal and informal data that provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study and state standards while meeting full education potential. Reflects on demographic/make-up of students and how to implement strategies to meet their needs.
- State TAPR Data
- State Assessment Results
- TELPAS
- Course Grades
- Classroom and Program Assessments
- Student Work
- Brigance
- Benchmark Data
- Grade Placement Committee (GPC)
- Tutoring Data

- I-Ready campus reports, class, individual re[ports
- Diagnostics screeners – I-Ready
- Rtl progress monitoring
- Parent Surveys

Findings/Analysis
Strengths

Needs

- A tradition of excellence in learning
- Many staff members are products of this system and continue to reside in and bring their children to this school system.
- Parent surveys indicate a high degree of satisfaction and trust in all campus programs and services.
- Teachers typically make themselves available before or after school for tutorials or conferences as needed.
- “Bronco Bucks” student awards
- Reading interventionists are also trained dyslexia interventionists.
- SmartBoards or Active Panel TVs in every classroom
- GT Teacher/program
- I-Ready diagnostics given three times per year
- Reading Smart
- Development of Scope and Sequence and Year at a Glance (YAG)

- Math interventionist
- Increased parental involvement, especially in supporting students’ academic success.
- Increased opportunities for teacher input and decision making
- Provide content mastery opportunities for all special populations, and offer additional forms of interventions to all struggling students
- Smaller class sizes
- Implementation of writing across the curriculum
- Improve student success on 4th grade Writing STAAR

Summary of Needs

- Improve student writing skills across all content areas
- Improve writing scores on the 4th grade Writing STAAR
- Inconsistent student engagement and teacher open ended questioning at a level that challenges each student (including higher-performing students) during whole-class instruction
- Increase the number of staff to increase effective intervention strategy use and build capacity for additional RtI opportunities.
- Increase Certified teaching staff to 7 in each grade level.
- Improve teacher attendance
- Provide professional development to improve differentiation practices.
- Improve data analysis in order to produce effective strategy plans to increase student performance.
- Instructional frameworks are not consistently used in the task analysis of the lesson.

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

Curriculum and Instruction

SW COMPONENT 2, CSF 1, 2

GOAL 3

Data Sources Reviewed

- Goal 3: DESCRIBES THE TEACHING, LEARNING, AND ASSESSMENT MATERIALS AND RESOURCES AVAILABLE FOR A GIVEN COURSE OF STUDY. THESE ARE ALIGNED WITH THE TEKS AND OTHER STANDARDS, INCORPORATING INSTRUCTION AND ASSESSMENT PROCESSES. MODELING AND APPLYING DIGITAL TOOLS AND RESOURCES FOR STUDENTS, STAFF, AND OTHER STAKEHOLDERS TO ADVANCE TEACHING AND LEARNING, AND CONNECT TO REAL-WORLD EXPERIENCES, INCLUDING POST-SECONDARY OPPORTUNITIES.
- STAAR Testing
 - Benchmark Testing
 - Released STAAR Tests
 - AWARE
 - PBMAS
 - Teacher created assessment
 - Standards-based Curriculum
 - Scope and Sequence
 - Grade Level Alignment

- High-yield strategies
- Special Programs schedules
- STAAR test prep materials
- I-Ready
- LoneStar-Target the TEKSas
- Stemsscopes
- Raz Kids
- Reading A-Z

Findings/Analysis

Strengths

- Attendance procedures for students with poor attendance are easily found because of the Asender System
- Reading Smart and Lexia have helped at-risk students
- Lone Star Math/Reading helped at risk students
- United Streaming and educational websites are available to enhance instruction
- AR Program helps improve reading skills
- One-to-One Chromebooks
- Telephone communication is available in every classroom
- Horizontal Teaming
- Common Benchmarks
- Special Program Schedule
- Document cameras are available in all classrooms
- Student specific differentiated strategies
- Student/computer ratio
- Scope and Sequence
- Teacher Toolbox that includes Think Up Math and Reading
- Internet Speed

Needs

- Interactive white boards must be used to enhance instruction
- Implementation or use of distance learning/learning communities
- Vertical teaming
- Student specific differentiated strategies

Summary of Needs

Increase technology staff development
Increase technology proficiency of staff

- Use high yield strategies for instructional delivery
- Additional training on teaching the delivery of the lesson
- Increase student opportunities to work in cooperative groups to increase critical social and academic needs
- Teacher training and resources are needed to ensure quality assessment in the core areas

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

Personnel and Staff Development

SW COMPONENT 3 , CSF 7

Goal 4

Data Sources Reviewed

- Goal 4: ADDRESSES STAFF QUALITY, RECRUITMENT AND RETENTION OF HIGH-QUALITY, HIGHLY-EFFECTIVE STAFF, AND ASSESSING THE EFFECT OF RECRUITMENT AND RETENTION STRATEGIES ON STAFFING PATTERNS. ALSO INCLUDES PROVIDING PROFESSIONAL DEVELOPMENT OF CREATIVE AND INNOVATIVE TECHNIQUES TO IMPROVE STUDENT LEARNING.
- Staff Development Survey
 - CNA 2019-2020
 - Recruitment & Retention Plan
 - Highly-Qualified Report
 - TAPR Report
 - Staff Survey

Findings/Analysis Strengths

Needs

Devine Intermediate School Campus Improvement Plan

- 100% of the teachers and staff are highly-effective or highly qualified
- Low turnover of certified staff
- District pays for additional ESL, SPED, and GT endorsements when required
- District pays for training teachers that have students with autism
- District paid stipend for ESL and SPED teachers
- Investigate teacher release to observe other teachers regarding management and level of rigor instructed
- Further Rtl training to ensure appropriate assessment and monitoring progress
- Aware Training
- Content specific professional development
- Low teacher student ratios

Summary of Needs

Implement release time, use of substitutes and assistants to allow classroom observations.
Increase walkthroughs and improve response time to provide support, staff development and observations for teachers in need of assistance.
Provide collaborative planning time for teachers to study curriculum, collaboratively analyze student work and assessments, plan differentiation, and reflect on results.
Develop professional development plan to enhance consistency of best teaching practices in ALL classrooms.
Provide differentiated professional development to develop teacher expertise.
Teachers observe colleagues and high-performing schools to deepen practice.
Teacher support for new teachers will increase the performance of the students in the grade level affected.
New to the profession, grade level, and subject area teachers need assistance performing at an exceptional level.
Provide professional development and coaching support to develop high-quality instruction and student performance.

2022-2023 COMPREHENSIVE NEEDS ASSESSMENT

School Climate: Safe and Disciplined Environment

SW COMPONENT 1, CSF 6

GOAL 5

Data Sources Reviewed

- Goal 5: ADDRESSES ISSUES TO INCREASE ATTENDANCE AND STUDENT COMPLETION/GRADUATION RATE. SEEKS TO MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCIVE TO STUDENT LEARNING AND TO THE VALUES, BELIEFS, TRANSITIONS, AND CUSTOMS WHICH SHAPE THE PERSONALITY/CLIMATE OF THE DISTRICT (HOW PARENTS, COMMUNITY, STAFF, AND STUDENTS FEEL ABOUT THE SCHOOL AND AFFECTS HOW PEOPLE INTERACT WITHIN THE SYSTEM).
- Cut-scores from TEA
 - TEA TAPR District Data Table
 - Faculty surveys
 - Parent surveys
 - Annual Discipline Report
 - Interviews
 - Feedback data
 - Walkthrough data
 - Parent conferences
 - Attendance reports

Findings/Analysis

Strengths

Team Teaching 4th
Self-Contained classes 3rd
Team Teaching 5th Grade
Vertical team meetings
Improved facilities
UIL Participation
Safety meetings
Student Safety Patrol
Content area meetings
Online safety trainings for the staff
Grade Level Parent Night meetings

Needs

Continue to provide a high level of “customer service”
Provide students with more information and training regarding bullying
Investigate student council
Increase PTO Membership for staff and parents
“Teach To” lessons

Summary of Needs

- Improve communication with students, parents, staff, community, business, and administration by providing communication by a variety of means
- Provide a structure for a student council
- Promote participation in the PTO
- Provide more afternoon and evening opportunities for parents

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. ESSA, Title I-Part A, Part A-Devine ISD uses its Title I-Part A 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. ESSA, 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. ESSA, Title III-Part A: 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. ESSA, Title IV-Part A: Student Support and Academic Improvement Grant- Intended to improve students’ academic achievement by increasing the capacity of districts to: provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.
- 7. 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.
- 8. 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.

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, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.
- (6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% 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-Part A 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, 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 riot fiscally combined with Title I-Part A, 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 2022-23

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

Devine Intermediate 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	Timeline & SW Component	Formative Evaluation	Summative
Instruction and Intervention – (3-5) Provide reading and dyslexia intervention to low achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers. Also, implement and monitor effective reading, math, writing, and oral language instruction and intervention strategies for at-risk student performance to ensure increase student performance.	Certified Interventionist- (2 FTEs) \$103,647.40	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August - July SW Comp- 2,3	Benchmarks Teacher test Grade reports Progress monitoring Running records	STAAR Results Federal Report Card
Tutorials- Provide in-school, after-school, and Saturday school tutorials for students not meeting objective/standard in order to reduce the gap between “all students” (EcoDis/LEP/Sped).	Certified teachers SCE-\$1,000	Principal Spec. Prog. Director	August - July SW Comp- 2,9	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR

Devine Intermediate Campus Improvement Plan

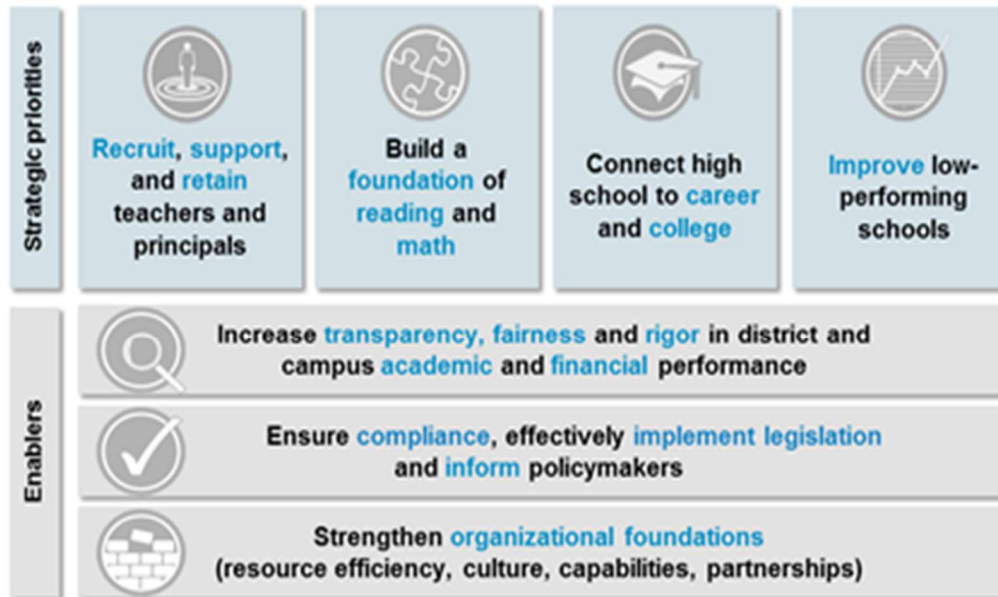
Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
STAAR Materials and Supplies- Augment core curricula instruction by using supplemental materials to help students achieve STAAR objectives.	SCE-\$3,600 Instructional and software supplies	Principal Teachers Technology Aides	August - July SW Comp-2	Teacher test Grade cards	Passing reading and math STAAR Promotion
*Homebound- Provide homebound academic instruction to identified students as appropriate.	Certified teachers *SCE-\$600	Principal	August - July SW Comp-2,9	Tests and quizzes provided by classroom teacher. Grade card	Passing grades Promotion
Summer School- Provide accelerated instruction for fifth grade students that did not pass the first or second administration of the reading or math STAAR test as outlined in SSI guidelines. <i>(Accelerated instruction for third and fourth grade TBD)</i>	Certified Aides – 1 Nurse Asst.- Local Title I-Part A- (if available)	Principal, Certified Teachers GPC Spec. Prog. Director	June 2023 SW Comp-2,9	Teacher tests Grade cards AIP (Accelerated Instruction Plan)	Promotion AIP
Additional Services available to support At-Risk Students (not funded by SCE)					
Reading, Math, and ESL Intervention- “Bronco Time” Implement effective in school reading and math intervention for at-risk students and monitor student performance to ensure increased student achievement.	Local	Principal Classroom teachers Instructional Aides	August - July SW Comp-2,3	Lesson plans Teacher tests Grade reports	STAAR reading, writing, math results. TELPAS results
Tutor to mitigate COVID learning loss	ESSER III	Principal Federal Programs Director	August -July	Benchmarks Teacher tests Grade reports	Passing applicable component of STAAR Ready

District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August - July	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports
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TEA strategic priorities and enablers

Every child, prepared for success in college, a career or the military



TEA strategic priorities and enablers_updated 2016

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Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1.Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2.Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3.Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4 Increased Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5 Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6 Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

7 Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

Every Student Success Act Schoolwide Components

TEN COMPONENTS of a Title I, Part A Schoolwide Program from Every Student Success Act [P.L. 107-110 (§1114)] (Taken from TEA's ESSA Program Coordination website):

In general, a schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. Schoolwide reform strategies that—
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.

3. Instruction by highly effective teachers.
4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality, highly-qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.