

# Devine Middle School

## **Campus Improvement Plan**



2023-2024

Kandi Darnell, Principal  
Jeff Stivors, Asst. Principal  
Tracie Anderson, Counselor

## 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

**Nancy Pepper**, President  
**Henry Moreno**, Vice President  
**Keri James**, Secretary  
**Carl Brown**, Trustee  
**Chris Davis**, Trustee  
**Renee Frieda**, Trustee  
**Allie Buvinghausen**, Trustee

## DISTRICT ADMINISTRATION

**Todd Grandjean**, Superintendent  
**Abbie Beadle**, Director of Special Programs  
**Dawn Schneider**, Director of Student Services  
**Valerie Dykstra**, Director of Special Education  
**Shannon Ramirez**, Director of Finance

## DEVINE MIDDLE SCHOOL CAMPUS ADMINISTRATION

**Kandi Darnell** , Principal  
**Jeff Stivors**, Assistant Principal  
**Tracie Anderson**, Counselor

## CAMPUS LEADERSHIP POSITIONS

**Accelerated Reading Coordinator:** Kim Kuykendall  
**Dyslexia Testing & Instruction Coordinator:** Roxanne Freas  
**Cheerleader Sponsor:** Jennifer Toalson  
**National Junior Honor Society:** Vanessa Warren  
**Student Council Sponsors:** Gerald Bolgren  
**Technology Coordinators:** Michele Rumfield  
**UIL Academic Coordinator:** Greg Gerries

## CAMPUS COMMITTEES MEMBERSHIP

SITE-BASED DECISION-MAKING (SBDM)	RESPONSE TO INTERVENTION	ADMISSIONS, REVIEW, AND DISMISSAL (ARD)
<b>Administrator:</b> Kandi Darnell <b>Counselor:</b> Tracie Anderson <b>DISD Administrative Rep:</b> Dawn Schneider <b>Teachers:</b> Michele Rumfield Jennifer Bollman Lynn Nye Christian Guerra <b>Parent:</b> Kendria Ray, <b>Business Rep:</b> Tanya Flores	<b>Administrator:</b> Kandi Darnell <b>Counselor:</b> Tracie Anderson <b>Teachers:</b> Roxanne Freas Greg Geries <b>Special Education Teachers:</b> Shelly Polasek Lane Williams Roxanne Freas	<b>Administrators:</b> Kandi Darnell, Jeff Stivors <b>Counselor:</b> Tracie Anderson <b>Diagnosticians:</b> Terrie Barron Chase Burnside (LSSP) <b>Special Education Teachers:</b> Shelly Polasek Roxanne Freas Lane Williams <b>Teacher Representatives:</b> <i>students' regular education teacher(s) as assigned</i> <b>Director/Consultant:</b> Valerie Dykstra
DISTRICT EDUCATION IMPROVEMENT (DEIC)	ATTENDANCE	504
<b>Campus Administrative Rep.:</b> Jeff Stivors <b>Teachers:</b> Dianna Jeffers Jennifer Toalson Juliza Pimentel-Flores <b>Parent:</b> Brigid Howard	<b>Administrator:</b> Jeff Stivors <b>Counselor:</b> Tracie Anderson <b>Teachers:</b> Jennifer Bollman Michele Rumfield <b>Attendance Clerk:</b> Abigail Garza	<b>Administrators:</b> Kandi Darnell, Jeff Stivors <b>Counselor:</b> Tracie Anderson <b>Teachers:</b> Roxanne Freas <i>grade level team teacher(s) as assigned</i> <b>Director/Consultant:</b> Valerie Dykstra
CHILD ABUSE REFERRAL	DISCIPLINARY PLACEMENT REVIEW	GIFTED/TALENTED
<b>Administrators:</b> Kandi Darnell <b>Counselor:</b> Tracie Anderson <b>Nurse:</b> Jasmine Cruz-Basan	<b>Administrator:</b> Kandi Darnell <b>Teachers:</b> Greg Geries, ,	<b>Administrator:</b> Kandi Darnell <b>Counselor:</b> Tracie Anderson <b>G/T Teachers:</b> Jennifer Bollman <i>(students' Horizons teacher(s) as assigned)</i>
LANGUAGE PROFICIENCY ASSESSMENT (LPAC)	STUDENT PROMOTION & RETENTION/AT-RISK	DEPARTMENT HEADS (CURRICULUM COORDINATORS)
<b>Administrators:</b> Kandi Darnell, Jeff Stivors <b>Counselor:</b> Tracie Anderson <b>ESL Teachers:</b> Roxanne Freas, Lindsey Outlaw Christian Guerra <b>ESL AIDE:</b> _____ <b>Parent:</b> Marianella Lopez <b>Consultant/Director:</b> Abigail Beadle	<b>Administrators:</b> Kandi Darnell, Jeff Stivors <b>Counselor:</b> Tracie Anderson <b>Teachers:</b> Dianna Jeffers, Gerald Bolgren, Vanessa Warren	<b>Administrator:</b> Kandi Darnell <b>Counselor:</b> Tracie Anderson <b>Department Heads (Curriculum Coordinators):</b> ELAR- Christian Guerra Math – Jennifer Toalson Science – Jennifer Boillman Social Studies – Greg Geries Electives – Michele Rumfield Special Education – Shelly Polasek

## Comprehensive Needs Assessment - Parent and Community Involvement

## Goal 1

### Data sources reviewed:

- Daily attendance call logs
- DISD Website Calendar of Events
- Parent contact through letters home, email listserv, School Messenger, and teacher call logs, Remind, Twitter and Facebook
- DMS electronic marquee weekly announcements
- Parent Sign-in Sheets/Counts
- Parent volunteer forms
- Public performances of Band, UIL OAP, and Theater Arts Club
- Observation of large crowds at all athletic events

### Findings /Analysis Strengths

- Daily attendance call and good record keeping
- Website Calendar of Events
- Parent contact and updated information is sent through home calls, letters, emails, listserv, School Messenger, conferences, Remind, Twitter, and Facebook
- Devine New articles / announcements pertaining to DMS
- DMS electronic marquee weekly announcements
- Fall Open House (Meet the Teacher)/ March Public School Week
- STAAR Commended Performers' Ceremony
- NJHS induction
- Award Days
- Parent volunteer and sponsorship opportunities
- Public performances for band, UIL OAP, and theater arts club
- High attendance at all athletic events
- Positive phone calls made every six weeks

### Needs

- More presentations that will help parents in working with middle school students
- More mentoring programs to get help from community members
- 6<sup>th</sup> grade Parent meeting BOY to give parents information

### Summary of Needs

Parents and community are supportive of our campus and extracurricular programs; however, additional parent involvement is needed to promote academic success. There is a need for more activities. Additional workshops and presentations on such topics as social media, drugs, and middle school life to help parents in dealing with middle school age students are needed.



## Comprehensive Needs Assessment - Student Achievement

## Goal 2

### Data sources reviewed:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 2021 TEA School Report Card</li> <li>• 2022 DMS STAAR Test results compared with state averages</li> <li>• TEA AEIS District Data Tables for Accountability</li> <li>• TELPAS Results</li> <li>• Special Populations/Programs Report</li> <li>• Student Failure Reports</li> <li>• Student Recognition Lists: Honor Rolls, Attendance</li> <li>• Study Island Reports</li> <li>• PBMAS Report</li> <li>• EDUPHORIA Campus Data Reports</li> </ul> | <ul style="list-style-type: none"> <li>• TxEIS Reports               <ul style="list-style-type: none"> <li>◦ Enrollment</li> <li>◦ Attendance</li> <li>◦ Ethnicity</li> <li>◦ Mobility</li> <li>◦ Economic disadvantage</li> <li>◦ Special programs</li> <li>◦ Class size/enrollment statistics</li> </ul> </li> <li>• RTI, Student Enrollment and Tracking Lists</li> <li>• TAPR Report</li> <li>• Special Populations Lists provided by the counselor</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Findings /Analysis Strengths

- Response to Intervention Program
- Online communication with parents via Gradebook, School Messenger, and email, Remind, Twitter and Facebook
- Recognition of Students; Awards Ceremony
- Content mastery support for all students identified in special populations
- Case managers to all special education students
- ESL students. Rosetta Stone
- Established campus routines/expectations for teachers' weekly posting/updating of grades
- Behavioral unit to serve emotionally disturbed students
- Inclusion teachers or paraprofessionals to assist general education teachers in delivery of accommodations and services
- Added another elective, Principles of Alg and Alg. I for high school credit
- Vertical alignment using Gretchen Bernabie STAAR Writing and Grammar strategies
- Aware 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 teachers regarding students with medical needs, special considerations ("medically fragile students")
- DMS consistently has the highest attendance rate in the district
- Full-time position to input/analyze data and guide curricular decisions
- Additional vertical alignment in core subjects with intermediate campus

### Needs

- 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
- Improvement in areas such as writing, math, and history
- More timely and more complete access to student performance data from the intermediate school level
- Smaller class sizes
- Need more Spanish speakers on campus to assist with communication
- Six weeks core content disaggregation, alignment, planning meetings for teachers



(TRS)	
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**Summary of Needs**

Improvements in the special education program are needed including: 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 with a focus on student groups scoring at or below the state average. More vertical alignment of core subjects with other campuses needs to take place.

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.

## Comprehensive Needs Assessment - School Climate

## Goal 3

### Data sources reviewed:

- DMS Vision Statement
- DMS Mission Statement
- DMS Motto
- Current Faculty Surveys
- Attendance Reports
- Discipline Reports/Logs

- District/Campus Parent Surveys
- District/Campus Parent Surveys
- Mentor/Mentee Teacher Surveys
- Tutorial logs
- Faculty surveys

### Findings /Analysis Strengths

- Campus “traditions” which foster an ideal of success in both Academic and Athletic UIL activities:
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Clearly defined emergency procedures with adequate opportunities for practice and feedback
- Policies/procedures in place to address student behavior problems in a timely manner (use of restorative discipline)
- Consistently good attendance rate - consistently highest in district
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Principal and Assistant principal are visible during unstructured times
- Increased teacher visibility in hallways during other non-structured activities
- Consistent classroom rules and enforcement
- Attendance is made a priority and encouraged through student rewards ( out of uniform days)
- Recognition of students through reward days and “Darn Good Kid” wall
- Teachers visiting with students during lunch as mentors
- Need more surveillance cameras to assist with maintaining

### Needs

- Increased parental involvement, especially in supporting students' academic success
- 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
- Increase of teacher input
- Restorative Discipline PD
- Clean and orderly campus facilities
- Use of circles and team-building exercises to help curtail behavior problems

campus safety	
<b>Summary of Needs</b> There is a need for additional staff needed to help inclusion students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students. There is a need for additional opportunities for teacher input in decision- making process. There is also a need for more security cameras for safety purposes.	

## Data sources reviewed:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resources Data Analysis:             <ul style="list-style-type: none"> <li>○ Year at A Glance</li> <li>○ Vertical Alignment Document</li> <li>○ Exemplar 5-E Lessons</li> <li>○ TEKS-Based Pre and Post Assessments</li> </ul> </li> <li>• Spring Benchmark Results</li> <li>• Fundamental Five</li> <li>• STAAR Test Results</li> <li>• CBAs required testing six week periods</li> <li>• Textbooks and Ancillary Materials</li> <li>• Campus Master Schedule</li> <li>• Eduphoria (Aware) use for assessment creation</li> </ul> | <ul style="list-style-type: none"> <li>• PRIDE Intervention Instruction and tutorial logs</li> <li>• Campus Surveys</li> <li>• Lesson Plans</li> <li>• Study Island reports</li> <li>• Department Meeting Agendas/Minutes</li> <li>• Survey Monkey reports</li> <li>• AEIS report</li> <li>• Duty Rosters</li> <li>• Student and Staff Attendance reports</li> <li>• Homework Detention Program</li> </ul> |
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## Findings /Analysis Strengths

- AWARE Data Desegregation
- TEKS-based assessments
- Study Island, and other online intervention supports
- Scientific Minds for science warm-ups, grades 6-8
- Benchmark & CBA data used to plan interventions, adjust scope and sequence
- Utilization of LEAD4ward & TEKS Resources across core subject areas
- Utilization of the Fundamental Five
- Routine homework assistance provided by qualified instructors during before/after school hours and homework detention program requiring students to stay after school if their homework is not completed
- Service organizations school and community – Student Council and NJHS
- Offering of One-Act Play and Principles of AFNR classes
- Large number of students involved in athletics, band, and academic UIL events provided year-round
- Use of Google Suite
- Six weeks core content disaggregation, alignment, planning meetings for teachers
- Six weeks dept. meetings to address curricular needs, share best

## Needs

- Enrichment opportunities for G/T
- Additional training on implementation of special education accommodations, modification of curriculum, differentiation within the mainstream setting
- More elective course offerings: Spanish
- More clearly defined expectations and training for implementation of differentiation students in all classes
- More consistency in class sizes, especially with science and social studies where all special education students are mainstreamed

practices	
<p><b>Summary of Needs</b></p> <p>There is 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. 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. Students' choices are too narrow for elective 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. The campus now has additional classes that may be taken for high school credit, Principles of Ag and Alg. 1. Additional staff is needed and less sharing of teachers across campus. When teachers have to be gone for an activity on another campus, our students lose out on valuable learning time. 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 at certain periods of the day. The possibility of doing away with Horizons classes is something that will be looked at for the upcoming year. Doing away with Horizons classes will help open scheduling of classes and will help with balancing the number of students in classes.</p>	

## Comprehensive Needs Assessment - Qualified and Effective Personnel

## Goal 5

### Data sources reviewed:

- Grade-level demographics
- Campus Staff Development Survey
- T-TESS data using Eduphoria
- Campus master schedule
- Parent Survey

### Findings /Analysis Strengths

- All professional staff are highly effective
- All paraprofessional are highly effective
- A positive environment for staff
- Time for intervention /tutoring during the school day
- Provide structured time for students before /after school to assist with academic need
- Increased communication between administrators and teachers
- Positive things done for teachers
  - Special breakfast/lunches
  - Lunch during Teacher Appreciation Week as well as little gifts
  - Positive notes are written to staff and posted in bulletin boards.
- Incentives for community/school support
- All efforts to cooperate with special circumstances
- Mentoring support for new teachers
- Mentoring for students
- GT/ELL/Dyslexia training for teachers is provided

### Needs

- Balance time out of classroom for training and meetings; prioritize and focus need
- GT/ELL/Dyslexia training for teachers
- Competitive salaries to help attract excellent teachers
- Smaller class sizes
- Specialized training for aides
- There is a need to find time for teachers to be able to collaborate in planning and instruction at least once per six weeks.

### Summary of Needs

The DMS staff is highly effective and does an excellent job. All staff members go out of their way to make themselves available to students throughout the day to help with academics. Teachers serve as mentors for students. Teachers are always willing to help students out and to attend student activities. There is a need to find time for teachers to be able to collaborate in planning and instruction at least once per six weeks.

## Student Performance Data

<b>2007 TAKS Scores</b> (scored at Panel Recommendation) Reading 88 Math 71 Writing 94 Social Studies 88 Science (scored at 1 SEM below) 71	<b>2008 TAKS Scores</b> (scored at Panel Recommendation) Reading 96 Math 78 Writing 98 Social Studies 89 Science 67	<b>2009 TAKS Scores</b> (scored at Panel Recommendation) Reading 93 Math 79 Writing 98 Social Studies 90 Science 70	<b>2010 TAKS Scores</b> (scored at Panel Recommendation) Reading 89 Math 83 Writing 92 Social Studies 94 Science 69
<b>2011 TAKS Scores</b> <i>(no scores given for this year of testing)</i>	<b>2012 STAAR Scores</b> Reading 81 Math 72 Writing 71 Social Studies 59 Science 58 Algebra 100	<b>2013 STAAR Scores</b> Reading 88 Math 89 Writing 60 Social Studies 51 Science 61 Algebra 100	<b>2014 STAAR Scores</b> Reading 89 Math (not scored) Writing 74 Social Studies 67 Science 70 Algebra 100
<b>2015 STAAR Scores</b> Reading 82 Math 74 Writing 73 Social Studies 68 Science 70 Algebra 100	<b>2016 STAAR Scores</b> Reading 82 Math 73 Writing 68 Social Studies 68 Science 84 Algebra 100	<b>2017 STAAR Scores</b> Reading 89 Math 92 Writing 68 Social Studies 63 Science 74 Algebra 100	<b>2018 STAAR Scores</b> Reading 83 Math 88 Writing 68 Social Studies 72 Science 83 Algebra 100
<b>2019 STAAR Scores</b> Reading 78 Math 87 Writing 73 Social Studies 61 Science 77 Algebra 100	<b>2020 STAAR Scores</b> <i>No scores due to COVID-19</i>	<b>2021 STAAR Scores</b> Reading 80 Math 81 Writing 59 Social Studies 72 Science 73 Algebra 100	<b>2022 STAAR Scores</b> ELAR 78 Math 69 Social Studies 58 Science 70 Algebra 100
<b>2023 STAAR Scores</b> ELAR 81 Math 78 Social Studies 60 Science 59 Algebra 100	<b>2024 STAAR Scores</b> ELAR Math Social Studies Science Algebra	<b>2025 STAAR Scores</b> ELAR Math Social Studies Science Algebra	<b>2026 STAAR Scores</b> ELAR Math Social Studies Science Algebra

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





# CAMPUS IMPROVEMENT PLAN GOAL 1

**GOAL 1: PARENT AND COMMUNITY INVOLVEMENT: PARENTS AND COMMUNITY MEMBERS WILL BE INFORMED, INVESTED, AND INVOLVED IN SUPPORTING THE COMMUNITY TO MAINTAIN HIGH EXPECTATIONS AND HIGH ACHIEVEMENT FOR ALL STUDENTS.**

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 EXTRACURRICULAR ACTIVITIES AS WELL AS MORE COMMUNITY-WIDE AND WORLD-WIDE SERVICE PROJECTS

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Notify parents of At- risk students who are in danger of failing about before/after school tutoring through Emails, or phone calls	Principal; Asst. Principal; Counselor	Facilities Printing/Mailing, Remind, emails, calls	October – June	Call logs and letters sent home; emails, texts, and Remind		
2. Provide opportunities for parents to meet, talk, and conference with teachers during Meet the Teacher Night and Open House.	All Staff	Facilities computers	Beginning of School; Public School Week	Sign-in Sheets, recording of online meeting, video of school tour and recording of teacher introduction		
3. Provide opportunities for parents to attend school activities to participate in the learning environment	Principal; Asst. Principal; Teachers, principal's secretary	Criminal history checks	August – June	sign –in sheets		

✓- Accomplished

▲– Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
4. Post announcements and important information on marquee, Devine News, and school social media accounts, Remind, and School Messenger (email and phone)	Principal; Assistant Principal; Office Personnel, other staff	Digital camera, other publishing needs; Maintenance costs	August - June	Sign, emails social media feed, Remind archived texts		
5. Send grade information to parents in a timely manner ( on report cards and progress reports every three weeks for grades) All progress reports and report cards are available to parents through the Parent Portal. Progress report and report card days are posted on marquee and on Facebook.	Principal; Office Personnel; PEIMS Sec.	Paper, printing, & mailing expenses; parent/student portal	August – June	Progress reports Report cards,		
6. Send parents STAAR testing results/reports in a timely manner as well the FitnessGram report via parent portal	Principal; Counselor; office staff	Publishing & mailing expenses	After testing	STAAR Benchmark, STAAR tests, and FitnessGram report		
7. Develop and maintain a campus web page with relevant and current campus information	Campus designee	Information from various sources	August - June	Web page		

✓- Accomplished

▲ – Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
8. Invite community members and parents to enrichment activities and campus events	Principal; Grade Leaders; sponsors	Volunteer forms	August - June	Sign-in sheets		
9. Communicate and encourage parent participation in district and campus – based committees and volunteer programs: School Health Advisory Committee, DEIC, SBDM	Principal; Central office staff	Volunteer forms	August - June	Attendance sheets, volunteer lists and forms		
10. Conduct parent-satisfaction survey	Dir. of Spec. Programs; Principal; Principal Sec.	Online survey	April	Returned surveys; Survey report		

✓- Accomplished

▲– Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
11. 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: Filly/Colt Toy Drive, Food Drive	Staff as needed according to event; Colt/ Filly coaches	Materials to publicize events; operating expenses	August – June	Posters, etc.; Sign-in sheets, Students' community service hour logs, pictures, and video		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

# CAMPUS IMPROVEMENT PLAN GOAL 2

**GOAL 2: STUDENT ACHIEVEMENT: ALL STUDENTS WILL BE ENCOURAGED TO MEET THEIR FULL EDUCATIONAL POTENTIAL.**

*OBJECTIVE 1: ASSESS STUDENT PERFORMANCE AND, WITH INTERVENTION, TARGET STUDENTS IN NEED OF ADDITIONAL INSTRUCTION*

*OBJECTIVE 2: ASSIST TEACHERS IN DEVELOPING 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 STAAR PERFORMANCE STANDARDS AS WELL AS PROMOTION/RETENTION POLICIES TO STUDENTS AND PARENTS*

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Administer campus-wide assessment tests for all students in their STAAR tested areas	Principal; Counselor	Released /STAAR tests, when available; & answer documents	Unit tests from each 6 wk period	Unit test grades, Progress Reports and Report Cards		
2. Identify targeted performance standards on benchmark & Unit tests and use benchmark & Unit testing results to form tutorial groups which focus on weakest performance objectives	Principal; Counselor, Content Dept. Heads	DEIC District Improvement Plan, STAAR test results; Bench-mark test results; Eduphoria data; identifying targets, CBA test results; Time to assess data and plan; Study Island, Moby Max	Fall/Spring	Minutes of Content Dept. meetings, PRIDE class lists; Tutorial group list; Tutorial Attendance logs; Tier		
3. Allocate equitable amounts of campus budget for supplies and materials to departments according to numbers served and departmental need	Principal; Content Dept. Heads	Budget for Materials and Supplies	September – May	Purchase orders		
4. Provide teachers w/ direction and instructional materials for administering a daily warm-up activity in a STAAR-tested area and for including STAAR formatted questions on all tests.	Content Dept. Heads	Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction	August – June	Lesson plans, unit tests and test files		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
5. Provide daily STAAR practice in areas of identified weakness in PRIDE classes for Tiered students as part of RTI. Teachers will use IXL for intervention and for extra practice in class.	Content Dept. Heads	Budget for Materials and Supplies	August – June	Tier teacher documentation		
6. Meet Federal standard for curriculum alignment and assessment through TEKS & ELPS Alignment of Campus Curriculum (TEKS Resources)	principal, Content Dept. Heads	Local Title III	August – June	Lesson plans, YAG, pretest and post test, TEKS Resources		
7. 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.	Principal; Content Dept. Heads; Teachers	Local, SCE Title I-Part C (migrant) Title III-Part A	August – June	STAAR Results; TELPAS Results		
8. Provide intensive, sustained professional development to address the needs of student expectations, use differentiated instruction and instructional strategies for student engagement.	Assistant Sup. of C&I; Director of Sp Ed.; Director of Special Prog; Campus; Administrators; ESC 20 Sp Ed Facilitators, Content Dept. Heads	Local; Title II-Part A SCE IDEA B	August -June	STAAR results TELPAS results PBMAS indicators		

✓- Accomplished

▲- Considerable

▼ Some Progress

○ No Progress

X- Discontinued



Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
9. Target the student expectations/objectives for <i>at-risk</i> students and implement STAAR acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards be provided effective and timely assistance.	Assistant Sup. of C&I; Director of Sp Ed.; Director of Special Prog.; Campus Administrators; ESC 20 Sp Ed Facilitators; Content Dept. Heads	Local; SCE	August -June	STAAR results TELPAS results PBMAS indicators		
10. Cluster Gifted/Talented students in homogenous groups within core subject area classes (Horizons classes) and PRIDE to provide enriched curriculum for these students	Counselor; Horizons teachers and PRIDE	G/T budget	August – June	Class rosters; Lesson plans		
11. Verify TEKS are aligned properly and are being covered at the appropriate grade levels, 6 <sup>th</sup> -7 <sup>th</sup> -8 <sup>th</sup>	Asst. Supt.; Principal; Asst. Principal; Content Dept. Heads Curriculum specialist	Time for verification	August – June	Lesson plans; YAG		

✓- Accomplished

▲– Considerable

▼ Some Progress

0- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
12. Instruct students in personal finance education and “real-world” math applications in all math classes and in Middle School Matters and in Leadership.	Math Dept. Chair-; Math teachers	Textbooks and ancillary materials	August – June	Lesson plans		
13. Provide students with 15 hours of tutorials to meet HB requirements. The time is provided during Pride or summer school. Some students are using IXL.	HB Coordinator; core subject teachers	STAR test software; other resources available; budget; local	August – June	STAR test reports; progress reports		
15. Require regular written responses in a variety of ways across the curriculum ( journals, warm-up activities, and open-ended questions on tests)	All classes	Sample STAAR prompts; journals; class writing assignments	August -June	Lesson plans; Grade records		
16. Check for teachers’ accurate input of attendance data each class period; bell sounded for official time of attendance	Asst. Principal; Attend. Clerk	Gradebook	Daily, August – June	Gradebook daily attendance reports; Teachers’ attendance correction notifications		
17. Utilize School Messenger for parent notification of absences; make courtesy calls daily to inform parents of students’ absence; answer questions regarding documentation of the absence upon the students’ return to school, and make home visits as necessary to ensure valid reason for absence and check proof of residency	Asst. principal, attendance clerk ; nurse; all teachers	Local; SRO; transportation budget	Daily August- June	Attendance clerk and teacher call logs;’ SRO daily log		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
18. Run weekly reports to ensure compliance with local policy and state laws regarding compulsory attendance and required for class credit, send warning letters, hold attendance committee meetings, and file charges as warranted to comply with local policy and state laws regarding Compulsory Attendance and required Attendance for class credit.	Asst., principal; attendance clerk	Local; SRO; transportation budget	Daily, August-June	Attendance clerk and teacher call logs; SRO daily log		
19. Utilize IXL software and other software such as Scientific Minds, CommonLit, Flocabulary, and Nearpod etc... in classroom and tutorial settings to improve student performance on TEKS and STAAR objectives	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Computer Lab aide	Computer lab; Tutorial teachers; Study Island; Lexia; Moby Max	May - June	Lesson plans; Computer lab logs		
20. Implement lab for dyslexic and ESL students in need of receiving additional instruction and remediation	Principal; Counselor; dyslexia teacher, ESL aide	SCE.; Lexia & Reading Smart software; Instructional aide to staff the Learning Lab	August –June	Master schedule; Purchase orders; Technology work orders; Maintenance work orders		
21. Provide 30-90 minutes per week, for targeted students to receive dyslexia support and intervention with a dyslexia specialist	Dir. of Special Programs; Counselor; Dyslexia support teacher	SCE.; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software; Time during day; classroom; teaching materials; Lexia	August – June	Class rosters; Lesson plans; Report cards; STAAR test results; STAR test results; intervention logs		
21. Provide accommodated instruction and language tutorials to students who are learning English as a second language (ESL): Duolingo, Rosetta Stone, Brain Pop, and Reading Eggs	Dir. of Special Programs; Counselor; ESL instructional aides	SCE.; Ancillary textbook materials for ESL and computer software; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software Title III-A; Title II-A/ESC20-SSA	August – June	Class rosters, Lesson plans; Report cards; STAAR test results; STAR test results; Observation Protocol Reports		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
22. Each student and his/her parents will have access to an online Student-Parent Handbook with the school policies and code of conduct included.	Principal; Other staff as needed	District website Local funds	August – June	Handbooks		
23. Parents and community members will be informed via local and social media of changes in board policy	Principal; Central Office Personnel	<i>Devine News</i> , Facebook and Twitter	August – July	Newspaper articles, social media		
24. Hold a public/parent information meeting for 6 <sup>th</sup> grade parents to give them information about middle school at BOY.	Principal; asst. principal; Counselor	Student-Parent Handbook; Campus Website; report card announcements; principal's letter, teacher contact through teacher contact	August – June	Student-Parent Handbook; Campus Website; report card announcements; Letters; campus calendar; campus calendar and informational flier, social media, copies of teacher phone log/ email		
25. Make an effort to maintain and/or increase the number of special education students in mainstream classes.	Principal; Sp Ed Dir.; Counselor; Sp Ed Diagnostician; Sp Ed Teachers	Staff; planning time	August – June	Master schedule; class rosters		
26. Writing vertical alignment with hs using Gretchen Bernabei STAAR Writing and Grammar Strategies	ELAR teachers	Planning time; Title II-A	August- June	STAAR results and lesson plans		
27. Class size reduction in ELA and math	Counselor; principal; math and ELAR teachers	scheduling	August-June	Class rosters; master schedule		
28. Utilize the Fundamental Five process to improve campus-wide instruction to ensure students meet their full educational potential.	Teacher, instructional specialist, principal and asst. principal	Title II, ESSER funds	Aug.-May	Walk-throughs, observations, class rosters, and master schedule		

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

X- Discontinued

# CAMPUS IMPROVEMENT PLAN GOAL 3

**GOAL 3: CURRICULUM AND INSTRUCTION: A WELL-BALANCED AND APPROPRIATE CURRICULUM WILL BE PROVIDED FOR ALL STUDENTS.**

- OBJECTIVE 1: *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 2: *PROVIDE STUDENTS OPPORTUNITIES TO IDENTIFY AND LEARN ABOUT VARIOUS CAREER PATHWAYS OF INTEREST*
- OBJECTIVE 3: *INFORM STUDENTS OF HIGH SCHOOL COURSES/PROGRAMS*
- OBJECTIVE 4: *TEACHERS WILL FULLY UTILIZE ADMINISTRATIVE SOFTWARE SUCH AS GRADEBOOK AND ATTENDANCE, MAINTENANCE, AND TECHNOLOGY WORK ORDERS, AND GOOGLE FORMS*
- OBJECTIVE 5: *TEACHERS WILL USE TECHNOLOGY IN MAKING AND SUBMITTING LESSON PLANS AND CURRICULUM MAPS*
- OBJECTIVE 6: *TEACHERS WILL UTILIZE TECHNOLOGY TO ASSESS STUDENT PERFORMANCE FOR THE PURPOSE OF ADJUSTING CURRICULUM, SCOPE AND SEQUENCE OF INSTRUCTION TO ADDRESS STUDENT NEEDS*

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Offer Technology Applications 1 and 2 program and Career-classes as electives	Principal; Asst. Supt. C&I; Personnel Director, Principal; Tech Teachers	materials, personnel; computer lab	August – June	Class rosters; master schedule, student schedules, and Gradebook		
2. Incorporate technology and technology applications into all areas of teaching by providing necessary equipment to meet all tech TEKS required for student instruction.	Principal; Tech Teacher; Computer Lab Aide	Teacher training; Budget for hardware/software	August – June	Lesson Plans, Walk-throughs		
3. Budget monies to purchase hardware and software to fulfill the district technology goals	Principal; Tech. Dir.	Campus Tech Budget	September - April	SBDM Meetings, Approved budget		
4. Keep computer in every classroom for teacher use and provide each student a laptop through classroom cart as well as additional computers for student needs	Principal; Tech. Dir.	Campus Technology Budget	August – June	Purchase orders, Classroom inventory		
<del>6. Use internet resource stations in library</del>	<del>Library Aide; Tech. Dir.</del>	<del>Electronic Library installation</del>	<del>August – June</del>	<del>Sign in sheets</del>		
7. Solicit teacher input to acquire software and hardware that meets students' instructional needs; example, streaming video software	Principal; Tech. Dir.; Teachers	Campus Technology Budget	August – June	Budget approval, Purchase orders		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
8. Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	Math teachers	Instructional budget	August – June	Lesson plans, STAAR results		
9. Offer eighth grade students an orientation program to assist students and parents in selecting the appropriate high school classes for their desired career /high education path.	Principal; HS Counselors;	Publishing cost of materials; facilities for meeting; time to schedule	Spring Semester	Student information; Choice slips, sign-in sheets		
10. Both teachers and students will use technology such as PowerPoint, Word, Excel, Publisher, and other programs in classroom presentations such as Google Sheets, Docs, etc...	Principal; Counselor; teachers	Teacher training, Software updates	August – June	Lesson plans, Teacher/Student presentations		
11. Ensure all future construction includes Smart Televisions in classrooms as money permits	Principal; Tech. Dir.	Technology budget	August – June	Purchase Orders		
12. Implement the electronic Gradebook, registration, and attendance system from Ascender/Region XX	Principal; Tech. Dir.; Counselor; Attendance Clerk	Program updates; audiovisual equipment and hand-outs for training; directions posted to website	August – June	Electronic gradebooks; attendance verification sheets		
13. Staff members will continue use of district's online system (Eduphoria) for work orders, transportation requests, and absences	All Staff; Tech Dir.; Building Maintenance Dir.; Trans Dir.; principal's secretary	Staff training	August – July	Email response, completed requests list		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
14. Utilize online communication methods such as (faculty mtg. by email); Calendar Scheduler; Remind, Facebook, Twitter, and Survey Monkey to communicate with or receive input from staff in a timely manner	Principal; Asst. Principal; Counselor;	Computers with online access; Microsoft Outlook installation	August – July	Emails, faculty meeting minutes, survey results, recordings of online meetings		
15. Provide software/training for teachers to write lesson plans and submit them via Eduphoria	Principal; Tech. Dir.	Software, Teacher training	Beginning of school year	Electronic submission of lesson plans		
16. Utilize TEKS Resources and LEAD4ward for lesson planning,	Principal; asst. principal , instructional specialist	Asst. Supt; Principal; Tech. Dir.	August – June	Lesson plans		
17. Utilize student assessment data management system (AWARE) for analyzing STAAR/testing data, developing benchmarks, and building TEKS-aligned assessments.	Asst. Supt.; Principal; Counselor; Content Heads; Tech. Dir.	Local	September – June	STAAR Results; TELPAS Results; AWARE Reports		
18. Use Late Start Friday schedule to provide teachers with planning time and PLC's and students with skills practice and/or character education.	teachers and admin	TEKS resources, IXL and other software				

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued



# CAMPUS IMPROVEMENT PLAN GOAL 4

**GOAL 4: QUALIFIED AND EFFECTIVE PERSONNEL: HIGHLY EFFECTIVE PERSONNEL WILL BE RECRUITED, DEVELOPED, AND RETAINED.**

*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 T-TESS EVALUATORS*

*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*

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Provide T-TESS training for new teachers and the required one-hour training for returning teachers	Asst. Supt.; Principal; Asst. Principal	T-TESS Manual	August, Prior to first day of school	Sign-in sheets		
2. Provide in-service training on new/updated policies in district	Principal; Asst. Principal; Counselor	Reproduction costs	Prior to beginning of school	Sign-in sheets		
3. Provide mentors for first and second year teachers, including a mentoring stipend.	Principal; Mentor Teachers; special program director	Stipend for mentors Title II, Part A Title IV-Part A Local	August – June	Confirmation of meetings		
4. Provide quality staff development to ensure that all teachers and paraprofessionals are highly effective/qualified	Principal ;Asst. Superintendent;	Title II, Part A Title IV-Part A	August – June	Sign-in Sheets		
5. Provide opportunities for first and second-year teachers to improve their skills by observing and being observed and critiqued by experienced teachers	Principal; Asst. Principal; Office staff; Central Office staff	Budget for subs	August – May	Report from both novice and experienced teacher, data base		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
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.	Principal; Classroom Teachers	Local, SCE Title II-Part A	August - June	STAAR Results; TELPAS Results		
7. Provide time where teachers can share within their departments any training they have received	Principal; Dept. heads	Time, subs	August – June	Sign-in sheets; PLC's		
8. Provide opportunities for the six hours of required yearly training for G / T teachers and the 30 hours for new teachers	Principal; Central Office staff	Region 20 workshop funding	August – July	Certificates		
9. Provide reimbursement for TEXES test in high needs areas to assist teachers in becoming highly qualified	Dir. of Special Programs; Asst. Superintendent; Principal	Title II, Part A Title IV-Part A	August – July	Test Results; Certification Certificates		
10. Provide means for paraprofessionals to meet ESSA qualifications through ESC 20 TOP training.	Dir. of Special Programs; Asst. Superintendent; Principal	Title II, Part A Local	August – July	Registration receipts		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
11. Provide access, time and means to ESC Region 20 workshops including funds to travel and arranging substitutes for teachers	Principal	Region 20 Co-op	August - August	I D Co-op fees Online registration		
12. Employ personnel that meet the qualification requirements of "Highly Effective Personnel" (as stated in P.L. 107-110 provided such personnel are available)	Principal	College transcripts; List of reference	May – July August – April	Proof of Certification documents		
13. Sped stipends	Sped director; principal	Title II Part A	Aug.-May	Certification; master schedule		
14. provide travel for CAST	Science teachers; Director of Special Programs	Title II- Part A	August- May	Certificate of completion		
15. Provide teachers with training in Restorative Discipline	Synergistic Learning Solutions; principal	Title II- part A	Aug.- May	Certification; PD calendar		
16. Provide teachers with PD for Fundamental Five process	Principal, Sean Cain colleague	ESSER Funds	Aug.	Certifications, PD calendar		
17. Provide teachers more time for planning /PLC by using Late Start Friday.	principal, vice principal, dept. heads, and instructional specialist	time	Sept. -May	agenda, sign in sheets		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

# CAMPUS IMPROVEMENT PLAN GOAL 5

**GOAL 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT: THE DISTRICT'S CAMPUSES WILL MAINTAIN A SAFE AND DISCIPLINED ENVIRONMENT CONDUCIVE TO STUDENT LEARNING AND TO POSITIVE PERCEPTION IN THE COMMUNITY.**

- OBJECTIVE 1: ESTABLISH AND ENFORCE CONSISTENT STUDENT MANAGEMENT AND CAMPUS SAFETY POLICIES TO ENSURE THAT STUDENTS AND STAFF FEEL SAFE ON CAMPUS AND AT EXTRACURRICULAR EVENTS
- OBJECTIVE 2: INFORM STUDENTS AND PARENTS OF THE CAMPUS CODE OF CONDUCT AND CONSEQUENCES FOR VIOLATING THE CODE
- OBJECTIVE 3: MAINTAIN NEAT AND CLEAN CAMPUS FACILITIES
- OBJECTIVE 4: REDUCE THE NUMBER OF SAFETY-RELATED ACCIDENTS ON CAMPUS
- OBJECTIVE 5: COMMUNICATE WITH PARENTS AND COMMUNITY TO STRENGTHEN PUBLIC CONFIDENCE IN AND ENSURE A POSITIVE PUBLIC PERCEPTION OF OUR CAMPUS AND ITS PROGRAMS
- OBJECTIVE 6: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF STUDENTS
- OBJECTIVE 7: RECOGNIZE AND PROVIDE INCENTIVES FOR COMMENDABLE PERFORMANCE OF TEACHERS AND FOR THOSE WHO PERFORM DUTIES BEYOND THEIR REGULAR CLASSROOM INSTRUCTIONAL DUTIES
- OBJECTIVE 8: 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 9: PROVIDE PROGRAMS FOR STUDENTS THAT ADDRESS STUDENT ISSUES, BUILD AND STRENGTHEN CHARACTER, AND ENCOURAGE POSITIVE INTERACTION AMONG STUDENTS AND STAFF

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
1. Implementation and enforcement of consistent dress code policy.	Principal; Asst. Principal	Student – Parent Handbook	August - June	Conduct Referral; Student Dress Code Violation Log		
2. Retain use of drug dogs for detection of weapons, drugs, and alcohol.	Asst. Superintendent; Principal; Asst. Principal	Local	August - June	Reports from City of Devine K-9 Unit		
3. Update, implement, and practice Campus Crisis Management Plan: fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district.	Asst. Superintendent; Principal; Asst. Principal; Appointed teachers & staff	Walkie Talkies for key staff members; Printing paper and supplies. Route Maps, procedural card; Emergency Procedure Reference Guide; Time within school day	Monthly, August – June	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills; Drill Log sheet; EOC Plan		
4. Verify and enforce student immunizations requirements	Principal; Asst. Principal; nurse	Local Budget	Monthly, August – June	Nurse Log sheet		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
5. Implement a Diabetes Awareness Program and train all staff members to assist diabetic students in the absence of the school nurse	Nurse; Attendance Clerk	Nurse Trainer; time; substitutes; classroom space	August – June	Health Records		
6. 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; Office Staff; Club Sponsors/Coaches	Nurse Trainer; time; substitutes; classroom space	August – June	Health Records		
7. Train all campus administrators, key crisis response team members, and secretaries in NIMS	Nurse	ESC 20 Trainer; time; substitutes; classroom space	Fall/Spring Semester	CPR Card; List of currently trained staff posted in school nurse's office; campus calendar		
8. Ensure that Moderate to Vigorous Physical Activity (MVPA) is implemented in PE class as recommended in the Physical Education Curriculum Guidelines	Principal; Asst. Principal; P. E. teachers	PE/Health curriculum guides; CATCH	PE/Health teachers	PE/Health teachers		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
9. Implement the Health Curriculum Guides	Health teacher	Curriculum guides; Print rich gymnasiums including word walls, bulletin boards, instructional posters	PE/Health teachers	PE/Health teachers		
10. Improve student fitness, Fitnessgram scores, and student wellness.	PE	Fitnessgram	PE/Health teachers	PE/Health teachers		
11. Share-Fitnessgram results with parents	PE/Health teachers	Fitness Gram	August – June	Fitnessgram Score Analysis and Curriculum guides;		
12. During the first week of school, teachers will give students an orientation of classroom expectations and a student orientation for all grade levels will give students school expectations.	Principal; Asst. Principal; counselor; teachers	Student – Parent Handbook; Facilities for meeting; scheduled time	Opening weeks of school	School calendar; agenda; teacher sign in logs		
13. Use RESTORATIVE DISCIPLINE PLAN when working with students to help them change their behavior patterns	Principal; Asst. Principal; Counselor; Teachers	Personally working with each student to determine needs; Title II-A	August – June	PEIMS tracking, detention list		

✓- Accomplished

▲– Considerable

▼ Some Progress

0- No Progress

X- Discontinued



Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
14. Rely on custodial staff to maintain clean facility	Principal; Custodian supervisor; Custodial staff	Custodial Staff and janitorial supplies and equipment	August – June	Campus Walk-through		
15. Identify areas which need attention throughout the campus: electrical, mechanical, and maintenance problems in a timely manner	Campus admin; Teachers & Paraprofessionals; Dir. of Custodians & Staff; Dir. of Maintenance & Staff; DMS custodial staff	Electronic work order system	August – June	Work order tracking system		
16. Check fire alarm control system	Asst. Principal, Office Staff; David Cardenas	Simplex Company	Bi-annual inspections	Simplex system report		
17. Share results of the campus safety audit and teacher/student surveys with Central office staff	Principal; Asst. Principal	Audiovisual equipment; report/ hand-out printing costs; time allotted during staff development	August	Survey results; agenda; teacher sign-in sheets		
18. New electronic marquee to reflect current student and campus information	Campus Administration; Principals' secretary; Counselor	Marquee software; Campus activity calendar; time for staff to make updates	Weekly, August – June	Marquee information		

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
19. 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	Principal; Office Staff	Campus activity calendar; paper and printing supplies; website	Monthly, August – June	Copies of report card notes and team newsletters		
20. Provide orientation for 5 <sup>th</sup> graders about transition to 6 <sup>th</sup> grade in the spring or summer before BOY when they tour MS campus	Principal; Asst. Principal; Counselor; Stu. Co. sponsor	Student-Parent Handbook; Supply list; Schedule choice slips	April - May	Sign-in sheets; Campus activity calendar		
21. Promote parent attendance and involvement in Public Schools Week by: <ul style="list-style-type: none"> <li>Inviting parents to visit their students' classes</li> <li>Displaying student work for parents</li> </ul>	Principal; Teachers	Individualized classroom activities; Marquee; report card announcements; principal's email	March	Sign-in sheets		
22. Increase positive school publicity through the use of-DMS newsletter, Facebook, Twitter, Remind, school website, and The Devine News to announce events.	Principal, Technology Teacher; Office Staff; Counselor SBDM and DEIC members	Publishing, mailing costs, media coverage	August - June	Publishing of honor roll in local media, <i>The Devine News</i> ; minutes of SBDM, DEIC meetings		
23. Display students' certificates of recognition in the "Wall of Honor" throughout the school year	Principal; office staff	Publishing costs	September - June	Certificates / Displays		

✓- Accomplished

▲- Considerable

▼ Some Progress

0- No Progress

X- Discontinued N/A COVID -19

Activities/Strategies				Evaluation	Formative
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	Person Responsible	Resource Allocation	Timeline & SW Component		Dec.	May
24. Display students' work and pictures of campus activities in classrooms, hallways, library windows, in public venues as invited to do so, and on the campus website	Posters/Projects; art supplies; district transportation; campus budget	Posters/Projects; art supplies; district transportation	August – June	School displays, scrapbook, school web page		
25. Hold a UIL Champions award program at the conclusion of the district UIL meet to recognize participants, award winners and their sponsors (usually in Dec.)	UIL Sponsors, office staff; principal	Cost of awards for dance	Dec.	Parent sign-in sheets		
26. Offer a competitive salary and benefits package to attract qualified personnel	Central office	District benefit package	August - June	Purchase orders, school calendar, "Thank You" letters		
27. Promote recognition, appreciation, and morale-boosting activities for teachers and staff such as: <ul style="list-style-type: none"> <li>▪ Appreciation luncheons</li> <li>▪ Teacher of the Month</li> </ul>	Principal; asst. principal	Food items, pens, buttons and treats	August - June	Purchase orders, school calendar, "Thank You" letters		

✓- Accomplished

▲- Considerable

▼ Some Progress

○- No Progress

✗- Discontinued

Activities/Strategies				Evaluation	Formative
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	Person Responsible	Resource Allocation	Timeline & SW Component		Dec.	May
28. Compensate core department chairpersons, club/organization sponsors, UIL literary events coaches, and athletic coaches for the completion of duties beyond their classroom duties	Central office	Stipend budget	August – June	Personnel duty rosters; Payroll records		
29. Help personnel who do not meet the qualification of "Highly Effective Personnel" by working with alternative certification programs	Principal; Dir. of Personnel and Special Programs	Cost involved with alternative programs mentors, etc.	On - going	Certification		
30. Continue to utilize e-mail and Remind as a source for intra-district communication	Principal	Computer PC's, internet and intranet	August – June	Occasional checks as to how efficiently e-mail communication is being used		
31. Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Principal	Agenda	August – June	Attendance rosters, Agendas		
32. Conduct department meetings once per grading period.	Department chairpersons	Timelines Curriculum guides	August – June	Copy of schedule, sign-in sheets, meeting minutes		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Dec.	May
33. Provide individual and group counseling as needed	Counselor	Referrals	August – June	Sign-in sheets		
34. Provide coordinated health programs that include health services and safe school environment, counseling, staff wellness, parent and community involvement, physical ed. and nutrition services.	Principal, Health/PE teachers, SHAC	Local	August - June	Lesson plans, SHAC minutes Fitnessgram reports		
35. 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, school assembly by DEA	Asst. Principal; Counselor Student Council	Red ribbons: Campus flyers and brochures, Stickers; DEA Speaker(s);	October	Campus activity calendar		
36. Participate in Pennies for Patients,	Student council	Pasta dinner award	March	Donation made to the Leukemia Lymphoma Society		
37. Display weekly on the “Darn” Good Kids’ wall the names of students who have distinguished themselves in regards to good behavior; display monthly student of the month and teacher of the month	Principal; office staff	Publishing costs	September - June	Displays		
38. Provide students with additional counseling through Communities in Schools of San Antonio	LPC	Communities in Schools	Aug.-June	Rosters of participants		
39. Provide students an opportunity to choose an activity (hobby) of their choice provided by teachers.	Teachers	Budget PTO DEF grant	Aug-June	Roster of participants		

✓- Accomplished

▲– Considerable

▼ Some Progress

○- No Progress

X- Discontinued

## 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 a 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 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 not 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 2023-2024

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

<b>Objective:</b> 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
<b>Instruction:</b> Provide accelerated instruction to students that did not pass the state assessment in order to improve student performance; provide ESL learning lab for newcomer EB students.	Certified Teachers (.5 FTEs) \$141,416.00	Principal	August -June	Teacher tests Grade cards	Pass all classes STAAR results
<b>After School Tutorials</b> -Students in at-risk situations receive individual assistance with class work, homework, and meeting STAAR objectives.	\$1000	Principal	August -June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
<b>Summer School Programming</b> Implement effective summer school intervention for at-risk students and monitor student performance to ensure increased student achievement.	\$9,500	Principal  Spec. Prog. Director	June-August	Pre-test/ Post-test	Passing applicable component of STAAR
<b>Dyslexia</b> -Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	\$450	Principal Dyslexia teacher Assessment teacher Special Ed. Director	August -June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR

<b>Objective:</b> 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
<b>DAEP</b> -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide 1 Admin Subs \$242,847.00 Supplies -\$3,000 Copier lease-\$2,000 (incorporated w/ HS funds)	DAEP Principal	August -June	Teacher tests Grade cards	Passing grades Stay in school
<b>JJAEP</b> -Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals Asst Supt of Per/C&I	August -June	First semester record of student attendance	Yearly record of student attendance
<b>*Homebound Services</b> -Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-\$1,000	Principal Counselor	August -June	Teacher tests Grade cards	Passing all core subjects
<b>STAAR Materials</b> -Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-\$3,500	Principal	August -June	Teacher tests Grade cards	Passing applicable component of STAAR
<b>Objective:</b> To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
<b>Additional Services available to support At-Risk Students (not funded by SCE)</b>					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
<b>ESL Lab</b> - Provide student support and remediation for ESL students who are new to English. (Rosetta Stone, Dual lingo, Espanol, Reading Eggs)	Title III SSA	Principal Counselor Spec. Prog. Director	August -June	Teacher Tests Grade Reports	Passing STAAR and passing grades

<b>Objective:</b> 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
<b>DAEP</b> -In lieu of long- or short-term suspension, students receive instruction in a facility that provides smaller class size and more individual instruction and attention.	1 certified teacher (0.8 FTEs) 1 Instr Aide 1 Admin Subs \$242,847.00 Supplies -\$3,000 Copier lease-\$2,000 (incorporated w/ HS funds)	DAEP Principal	August -June	Teacher tests Grade cards	Passing grades Stay in school
<b>JJAEP</b> -Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ HS funds)	Superintendent MS/HS Principals Asst. Principals Asst Supt of Per/C&I	August -June	First semester record of student attendance	Yearly record of student attendance
<b>*Homebound Services</b> -Students deemed unfit to attend classes due to health or other appropriate reasons are provided homebound services after a review process.	Certified teachers *SCE-\$1,000	Principal Counselor	August -June	Teacher tests Grade cards	Passing all core subjects
<b>STAAR Materials</b> -Core curricula is augmented by teachers using STAAR materials to help students achieve STAAR objectives.	Instructional supplies; SCE-\$3,500	Principal	August -June	Teacher tests Grade cards	Passing applicable component of STAAR
<b>Objective:</b> To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the STAAR.					
<b>District SRO</b> will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August -June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports