

# Devine High School

## Campus Improvement Plan



2023-2024

***Devine High School***  
**Campus Improvement Plan for 2023-2024**

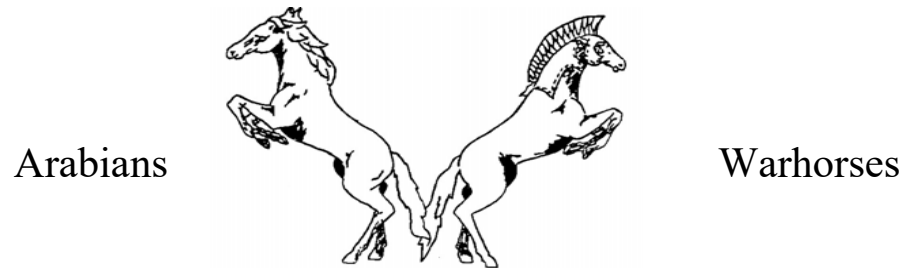
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## ***MISSION STATEMENT***

We will create an atmosphere of excellence that will inspire future achievement.

# DEVINE HIGH SCHOOL



Devine High School

## 2023-2024 Site-Based Committee

Patricia Taitano	Classroom Teacher	Term Ends 2025
Christina Morales	Classroom Teacher	Term Ends 2025
OPEN	Classroom Teacher	Term Ends
Marisol Rangel-Garcia	Classroom Teacher	Term Ends 2025
OPEN	Parent	Term Ends
Michelle Spivey	Community	Term Ends 2023
Nadia Sulaica	Professional, Campus	Term Ends 2023
Evan Eads	Professional, Campus	Term Ends 2023
Betsy Leal	Professional, District	Term Ends 2025

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
DEVINE H S (163901001) - DEVINE ISD - MEDINA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	72%	75%	*	70%	86%	-	-	*	80%	34%	*	78%	64%	73%	44%
	2021	67%	67%	68%	*	61%	83%	-	-	-	*	39%	*	67%	69%	56%	50%
At Meets Grade Level or Above	2022	47%	51%	54%	*	46%	73%	-	-	*	80%	31%	*	58%	41%	46%	25%
	2021	50%	45%	45%	*	38%	60%	-	-	-	*	28%	*	46%	41%	38%	42%
At Masters Grade Level	2022	11%	8%	9%	*	3%	23%	-	-	*	20%	7%	*	10%	8%	5%	6%
	2021	12%	8%	8%	*	6%	10%	-	-	-	*	11%	*	9%	3%	4%	8%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	76%	80%	*	75%	93%	-	-	-	*	40%	-	82%	73%	78%	50%
	2021	71%	74%	75%	*	71%	85%	-	-	-	*	56%	-	77%	61%	67%	57%
At Meets Grade Level or Above	2022	55%	50%	54%	*	42%	80%	-	-	-	*	25%	-	56%	45%	43%	36%
	2021	57%	56%	57%	*	54%	65%	-	-	-	*	50%	-	58%	48%	47%	14%
At Masters Grade Level	2022	9%	3%	3%	*	2%	7%	-	-	-	*	10%	-	3%	3%	3%	14%
	2021	11%	8%	8%	*	4%	17%	-	-	-	*	6%	-	8%	9%	3%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	80%	82%	*	79%	91%	-	-	-	*	54%	*	85%	76%	79%	58%
	2021	73%	82%	80%	*	74%	93%	-	-	-	*	59%	*	84%	62%	73%	82%
At Meets Grade Level or Above	2022	43%	41%	37%	*	29%	64%	-	-	-	*	21%	*	46%	15%	23%	17%
	2021	41%	40%	34%	*	30%	47%	-	-	-	*	29%	*	37%	24%	28%	45%
At Masters Grade Level	2022	27%	19%	16%	*	13%	27%	-	-	-	*	4%	*	18%	10%	11%	0%
	2021	23%	16%	10%	*	10%	12%	-	-	-	*	6%	*	12%	3%	9%	18%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	88%	91%	*	89%	95%	-	-	*	100%	73%	*	92%	89%	89%	77%
	2021	82%	84%	84%	*	81%	96%	-	-	-	*	55%	*	90%	67%	76%	83%
At Meets Grade Level or Above	2022	55%	51%	54%	*	39%	90%	-	-	*	80%	23%	*	58%	43%	43%	15%
	2021	55%	55%	55%	*	47%	79%	-	-	-	*	41%	*	61%	38%	44%	42%
At Masters Grade Level	2022	21%	12%	13%	*	6%	29%	-	-	*	20%	0%	*	12%	14%	7%	8%
	2021	22%	15%	15%	*	7%	34%	-	-	-	*	5%	*	16%	13%	7%	17%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
DEVINE H S (163901001) - DEVINE ISD - MEDINA COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	94%	97%	-	98%	100%	-	-	-	*	93%	*	99%	87%	98%	*
	2021	88%	93%	94%	-	91%	98%	-	-	*	*	85%	*	94%	89%	91%	100%
At Meets Grade Level or Above	2022	68%	76%	78%	-	74%	95%	-	-	-	*	53%	*	81%	65%	73%	*
	2021	69%	87%	88%	-	87%	88%	-	-	*	*	62%	*	90%	79%	85%	100%
At Masters Grade Level	2022	42%	49%	50%	-	39%	79%	-	-	-	*	40%	*	50%	52%	34%	*
	2021	43%	68%	69%	-	68%	69%	-	-	*	*	38%	*	70%	58%	68%	83%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	-
	2021	95%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	-
	2021	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	-
	2021	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	76%	85%	*	81%	93%	-	-	*	94%	56%	88%	87%	77%	82%	59%
	2021	67%	72%	79%	0%	75%	91%	-	-	*	100%	57%	100%	82%	68%	72%	73%
At Meets Grade Level or Above	2022	48%	46%	55%	*	45%	81%	-	-	*	75%	29%	75%	60%	40%	44%	27%
	2021	41%	43%	55%	0%	50%	68%	-	-	*	83%	41%	71%	58%	43%	47%	46%
At Masters Grade Level	2022	23%	19%	17%	*	11%	32%	-	-	*	19%	10%	25%	18%	14%	10%	10%
	2021	18%	18%	20%	0%	16%	28%	-	-	*	50%	11%	14%	21%	14%	16%	21%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	77%	78%	*	72%	90%	-	-	*	83%	37%	*	80%	68%	75%	47%
	2021	68%	73%	71%	*	66%	84%	-	-	*	47%	*	*	72%	65%	61%	53%
At Meets Grade Level or Above	2022	53%	50%	54%	*	44%	77%	-	-	*	83%	29%	*	57%	43%	44%	30%
	2021	45%	46%	51%	*	46%	63%	-	-	-	*	39%	*	53%	44%	42%	32%
At Masters Grade Level	2022	25%	20%	6%	*	3%	14%	-	-	*	17%	8%	*	6%	6%	4%	10%
	2021	18%	19%	8%	*	5%	14%	-	-	-	*	8%	*	8%	5%	4%	5%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	73%	83%	*	79%	91%	-	-	-	*	54%	*	85%	77%	79%	58%
	2021	66%	69%	80%	*	74%	93%	-	-	-	*	59%	*	84%	62%	73%	82%



Texas Education Agency  
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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	37%	<b>38%</b>	*	30%	63%	-	-	-	*	21%	*	46%	16%	22%	17%
	2021	37%	35%	<b>34%</b>	*	30%	47%	-	-	-	*	29%	*	37%	24%	28%	45%
At Masters Grade Level	2022	20%	14%	<b>15%</b>	*	13%	26%	-	-	-	*	4%	*	18%	9%	11%	0%
	2021	18%	14%	<b>10%</b>	*	10%	12%	-	-	-	*	6%	*	12%	3%	9%	18%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	77%	<b>91%</b>	*	89%	95%	-	-	-	*	100%	73%	*	92%	89%	77%
	2021	71%	78%	<b>84%</b>	*	81%	96%	-	-	-	*	55%	*	90%	67%	76%	83%
At Meets Grade Level or Above	2022	47%	46%	<b>54%</b>	*	39%	90%	-	-	-	*	80%	23%	*	58%	43%	15%
	2021	44%	49%	<b>55%</b>	*	47%	79%	-	-	-	*	41%	*	61%	38%	44%	42%
At Masters Grade Level	2022	21%	16%	<b>13%</b>	*	6%	29%	-	-	-	*	20%	0%	*	12%	7%	8%
	2021	20%	19%	<b>15%</b>	*	7%	34%	-	-	-	*	5%	*	16%	13%	7%	17%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	77%	<b>97%</b>	-	98%	100%	-	-	-	*	93%	*	99%	87%	98%	*
	2021	73%	82%	<b>94%</b>	-	91%	98%	-	-	*	*	85%	*	94%	89%	91%	100%
At Meets Grade Level or Above	2022	50%	53%	<b>78%</b>	-	74%	95%	-	-	-	*	53%	*	81%	65%	73%	*
	2021	49%	65%	<b>88%</b>	-	87%	88%	-	-	*	*	62%	*	90%	79%	85%	100%
At Masters Grade Level	2022	30%	34%	<b>50%</b>	-	39%	79%	-	-	-	*	40%	*	50%	52%	34%	*
	2021	29%	45%	<b>69%</b>	-	68%	69%	-	-	*	*	38%	*	70%	58%	68%	83%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
- Indicates there are no students in the group.

# Comprehensive Needs Assessment 2023-2024

## Demographics

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

### Potential Data Sources

- At-Risk by Category
- Attendance
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class assignments
- Enrollment
- Gender
- Graduation, completion, dropout, and GED rates
- Special Population Percentages
- Special Program Participation
- TEA Texas Assessment Portal (i.e. Centralized Reporting System; Analytic Portal and Student Assessment Results)

### Data Sources Reviewed

- Texas Academic Performance Report (TAPR), School Report Card, PEIMS Report
- Enrollment Report
- AP/Dual Credit Enrollment
- Ethnicity Percentages
- Graduation, Completion, Dropout, and GED Rate



- Career Technology Education Report – SY22-23 ESC20 Continuous Improvement Feedback (CIF) Report
- Special Program Participation
- Student Attendance Report
- Staff Attendance Report
- At-Risk by Category
- Gender
- Teacher-Student Ratios
- TEA Texas Assessment Portal (i.e. Centralized Reporting System; Analytic Portal and Student Assessment Results)

## **Findings/Analysis**

### **Strengths**

- Career Pathway Guidance Through Academy Course Catalogs, Advisory Periods and Structure
- Focus on Graduation Planning - Strength
- Low Drop-out Rate
- Number of CTE Courses Offered – SY22-23 ESC20 Continuous Improvement Feedback (CIF) Report
- Racial/sub-Population Diversity
- Student Involvement

### **Needs**

- Additional/Different Vocational Offerings
- Job Training
- Additional Support for Special Programs

## **Summary of Needs**

DHS continues to have a need to increase educational opportunities for all students, including under-represented groups. Additional Certifications and licenses opportunities need to be offered for students who are interested in CTE related careers.

# Student Achievement

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## Potential Data Sources

- Achieve3000
- Attendance Reports
- CANVAS
- District/Campus Parent Surveys
- Eduphoria [Aware] – Unit Assessments
- EOC Test Results
- Faculty Surveys
- No RedInk Reports
- PLATO Reports
- School Report Card
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists
- Student Surveys
- Summit K12 (ELL Emergent Bilingual)
- TELPAS scores
- Texas Academic Performance Report (TAPR) for Accountability
- TEA Texas Assessment Portal (i.e. Centralized Reporting System; Analytic Portal and Student Assessment Results)

## Data Sources Reviewed

- 2022 -2023 Student Surveys
- 2022-2023 District/Campus Parent Surveys
- 2022-2023 Faculty Surveys
- Achieve3000
- Attendance Reports
- CANVAS
- District/Campus Parent Surveys

- Eduphoria [Aware] – Unit Assessments
- EOC Test results
- Khan Academy/~~Study Island~~/Schmoop
- PLATO Reports
- School Report Card
- Special Populations/Programs Report
- Student Failure Reports
- Student Recognition Lists
- Summit K12 (ELL Emergent Bilingual)
- TELPAS scores
- Texas Academic Performance Report (TAPR) for Accountability
- TEA Texas Assessment Portal (i.e. Centralized Reporting System; Analytic Portal and Student Assessment Results)

## **Findings/Analysis**

### **Strengths**

- Academic Teaming to Discuss and Track Student Progress, Conference With Students and Parents
- Improved Scores on EOC
- Inclusion and CMC support
- Professional Learning Community (PLC) Meetings to Disaggregate, Then Discuss Data and Student Performance
- Recognition of Students: Student of the Month, Attendance Drawings, EOC Recognition
- RTI Documented Communication With Parents via Email and Phone, Google Doc, Gradebook, School Messenger and Remind

### **Needs**

- Behavior Support to Help Emotionally Disturbed Students
- Continue PLC Professional Development Regarding Student Engagement
- Continued Implementation of Response to Intervention (RTI) Program
- CTE Coordinator
- GT Coordinator
- Improved Communication With Staff
- Increased Parental Involvement for At-Risk Student Population

- Increase Mental Health Support Services
- More Consistent use of Google Campus Calendar
- Unit Assessment and Student Performance (i.e. Grades) Data Disaggregated by all departmental PLC members, in Collaboration With Administration in a Timely Manner

## **Summary of Needs**

DHS still has the need to increase communication with parents, both online and personally to help our students succeed. We must also improve communication with faculty and staff. We must continue to increase and improve monitoring so parents are aware of students' strengths and weaknesses as well as performance expectations. Interventions in the special education program are needed, including: additional inclusion teacher/paraprofessional, additional intervention teachers, increased opportunities for intervention, and behavior support. Data must be up-to-date and shared with teachers to create interventions for classroom instruction in areas of greatest need. Further, staff development regarding student engagement is needed in all disciplines.

# School Culture and Climate

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## Potential Data Sources

- Attendance Reports
- District/Campus Parent Survey Reports
- Faculty Survey Reports
- PEIMS Reports
- School Values Statement
- Student Survey Reports

## Data Sources Reviewed

- 2022-2023 District/Campus Parent Surveys
- 2022-2023 Faculty Survey
- Attendance Reports
- Community and Student Engagement Ratings
- DHS Values Statement
- Discipline Reports/Logs

## Findings/Analysis

### Strengths

- Academy Structure [Smaller Learning Communities (SLC's)]
- Administrators are Visible During Non-Structured Times to Assist With Student Management and are Accessible to Students and Staff
- Adult Advocacy
- Advisory Periods
- Campus Promotes a Culture of Success in Both Academic and Athletic UIL activities
- Campus Safety: Parent, Student and Faculty Surveys Continue to Indicate Most Parties Feel Safe on Campus
- Clearly Defined Emergency Procedures are in Place
- Parent Surveys Continue to Indicate a High Degree of Satisfaction With the campus and its Programs
- Policies/Procedures/Protocols are in Place to Address Student Behavior Issues in a Timely Manner

- Satisfactory Attendance Rate
- Staff is Comprised of Many Local Alumni and/or Residents with Children/Grandchildren in the School System
- Student Surveys Continue to Indicate a Majority of Students Feel School is Important
- SY23\_24 Student I.D. Badges
- SY23\_24 Student Parking Permits
- Teacher and Administrative Visibility at Extra-Curricular Activities
- Teacher Visibility in Hallways During Passing Periods and Other Non-Structured Activities to Maintain Order and Safety
- Teachers Care and are Helpful, Routinely Make Themselves Available to Students for Assistance Outside the School day
- Weekly Campus-Wide “Door Checks”

### Needs

- Additional Funds/Support to Promote and Reward Students’ Exemplary Attendance and Grades
- Consistent Classroom Rules and Enforcement
- Higher and Consistent Classroom Expectations
- Increased Emergency Drills to Improve Faculty and Student Familiarity With Procedures
- Increased Opportunities for Teacher Input and Decision-Making
- Increased Parental Involvement, Especially, in Supporting Students’ Academic Success
- Promote Inclusion of Special Education Students, Provide Content Mastery Opportunities for all Special Populations, and Offer Additional Forms of Intervention to all Struggling Students

### Summary of Needs

There is a need for greater inclusion and academic support for special education students, especially those in mainstreamed classes. DHS has high expectations for student success with the implementation of the STAAR EOC Tests. Consistent enforcement of classroom expectations and rules are needed in all classrooms. Parents and community are supportive of our campus and extracurricular programs; however, additional parent involvement is needed to promote academic success with the new graduation requirements for students. Time for departmental meetings that allow teachers to address issues with students both academically and socially/emotionally is needed. Repeated emergency drills are necessary in an effort to improve administrative, faculty, staff and student familiarity with emergency procedures and practices. Continue to implement and solidify the academy structure at Devine High School.

**Academies** are subgroups within schools, organized around particular themes. For example, **career academies combine key principles of the school-to-career movement—integrating academic and vocational instruction, providing work-based learning opportunities for students,**

**and preparing students for postsecondary education and employment—with the personalized learning environment of a small, focused learning community.** Teachers and students integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high academic standards. Local employer partnerships provide program planning guidance, mentors, and work internships. **Career academies share with other restructuring initiatives an emphasis on building relationships between students and adults** (teachers as well as work-site supervisors and other employer representatives).

**Adult advocate systems ensure that at least one adult knows each student well.** One quarter of students report being concerned that they and their friends lack an adult who talks with them about problems and decisions (*Shell Poll*, Summer 1999). Teachers, counselors, community volunteers, and other school staff can fulfill this “caring adult” role, helping personalize students’ experiences in even the largest schools. By meeting with 15 to 20 students, individually or in small groups, on a regular basis over several years, **adult advocates can provide rapport, academic and personal guidance, and links to additional resources when needed.** **Training for adult advocates and administrative support for the advocate system are critical elements for success.**

**Teacher advisory systems** are similar to adult advocate systems; **they organize adults to personalize the high school experience and support academic achievement**, working with small groups of students. Some schools and districts establish advisory classes that meet weekly; others schedule students for less formal one-on-one or group time with teachers. **Advisory activities may include helping students develop personal learning plans, introducing students to career clusters, helping students select courses, and working with students on postsecondary plans and pre-employment skills.**



# Curriculum, Instruction and Assessment

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

## Potential Data Sources

- Achieve3000
- CANVAS
- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments (i.e. Unit)
- CTE Curriculum (ICEV)
- District Assessment Checklist
- District/Campus Student and Parent Surveys
- Enrichment Course/Class Materials
- Faculty Surveys
- Foundation Course/Class Materials
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Scope and Sequence
- Standards-Based Curriculum Resources and Materials
- Student-Specific/Differentiated Strategies and Processes
- Technology
- TEKS Resources
- Textbooks
- *Understanding by Design (UBD)*

## Data Sources Reviewed

- 2022-2023 District/Campus Parent/Student/Faculty Survey reports/ Community and Student Engagement Ratings

- Achieve3000
- Campus Walkthrough Data - - T-TESS Observations
- CANVAS
- CTE Curriculum (ICEV)
- DHS Instructional Specialist's Google Classroom
- District Assessment Checklist
- Eduphoria [Aware] Common Unit Assessments/Benchmarks
- Professional Learning Community (PLC) Meetings
- STAAR EOCS - - Texas Academic Performance Reports (TAPR)
- TEA Texas Assessment Portal (i.e. Centralized Reporting System; Analytic Portal and Student Assessment Results)
- TEKS Resources
- *Understanding by Design* (Backwards Planning) Lesson Plans

## **Findings/Analysis**

### **Strengths**

- Administration Involved in C&I
- Common “On-line” Unit Assessments Allow for Identification of Student Needs
- Common “On-line” Unit Assessments allow Teachers to Target Strengths/Weaknesses
- DHS Instructional Specialist Provides Weekly Professional Development and Support (i.e. Eduphoria)
- DHS Instructional Specialist, in Collaboration With Administration, Develops and Publishes a PD Calendar
- DHS Instructional Specialist's Role is Clearly Defined
- Enrichment Classes
- Improved TELPAS Scores
- Majority of Parents Approve of Instructional Program
- PLATO
- Professional Learning Communities (PLC's) Provide Planning Time to, Collaboratively, Develop UBD Documents and Lesson Plans
- Professional Learning Communities (PLC's) Provide Time for Identifying Areas of Student Weakness to Target for Prescriptive Instruction

### **Needs**

- Calendar of Events for School Year

- Continuation of the Development of Professional Learning Communities (PLC's) to Include Career Technical Education (CTE), Fine Arts and World Languages
- Continued Improvement in Math, Science, Reading/Writing Achievement
- Higher and Consistent Classroom Expectations
- Improved Special Education Scores on EOC
- Increase the Curriculum and Instruction Role for Department Chairs to Include Data Disaggregation and Professional Development as well as Monitoring of Campus Initiatives (i.e. Achieve3000, CANVAS, Depth of Knowledge (DOK), Lesson Planning and *Understanding by Design*)

### **Summary of Needs**

All teachers need additional time together to plan and implement Devine ISD's guaranteed and viable curriculum, TEKS Resources, as well as DHS campus initiatives including backwards design (i.e. UBD) of assessments, learning objectives and lesson plans in addition to continued training for the disaggregation of data through EDUPHORIA/AWARE plus professional development around Achieve3000 and CANVAS. The RTI process needs to be implemented fully. Additionally, all staff needs increased training in motivational strategies, high-yield instruction, special education accommodations and modifications and collaboration. Teachers need additional training in the planning and delivery of differential lessons in order to meet GT needs as well as those of special populations. Improved classroom expectations are needed, as well as consistent enforcement in all classrooms.

# Family and Community Involvement

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

## Potential Data Sources

- Community Service Agencies and Support Services
- Demographic Data
- District and Campus Calendar of Events
- District and Campus Websites
- District/Campus Parent Survey reports
- Facebook Participation
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information
- Warhorse Principal Twitter

## Data Sources Reviewed

- 2022-2023 District/Campus Parent Survey reports
- DEIC and CEIC
- District and Campus Calendar of Events
- District and Campus Websites/Facebook Page
- Handouts/Flyers
- Newspaper
- Sign-in Sheets From Campus Events
- Warhorse Principal Twitter

## Findings/Analysis

### Strengths

- A Variety of Opportunities for Parental Involvement Such as Meet the Teacher Night, Open House, UIL Events and Academy Engagements
- Academy Showcase Days + Fish camp
- Announcements and News broadcast to Monitors
- Athletic Orientations
- Attempting new ways to Communicate: Gmail, List-Serves, Remind 101, School Messenger, Social Media
- Band Performances
- Booster Clubs for Athletics and Band
- Devine YouTube Channel
- DHS College/Career Fairs (i.e. SY22-23)
- DHS Counselor Outreach Efforts
- DHS Express Online Newspaper
- District and Campus Website With Information Involving Online Calendars
- Easy Access to Teachers Through Email
- FFA and FCCLA involvement with students
- Local Scholarship Program
- On-line Grade-book
- Student of the Month (in Collaboration with Devine Lions Club)
- Warhorse Principal Twitter

### Needs

- Adjust Meeting Times to Accommodate More Parents
- Create Workshops for Secondary Parents Including Graduation Requirement Changes, FAFSA, College Application Assistance, Etc.
- DHS Counselor Outreach Efforts
- Encourage Community Involvement in Scholarship Programs and *Devine Dollars for Scholars*
- Encourage Connections With Current and Former Students to Emphasize the History of Devine and DHS
- Establish Incentives for Parents to Become More Active in the School Community
- Improved Website Data, Including Bilingual Information
- Increase Parent Involvement From Economically Disadvantaged Students

- Maintain a dedicated DHS Facebook Account and Twitter Feed
- Training for Parent Volunteers

### **Summary of Needs**

Work to acquire more parent involvement and more parent volunteers for the campus through a parent-teacher organization (PTO). We need to include parents by using list-serves to send monthly calendars, schedules, etc. Use of DHS Facebook and Twitter accounts to update parents and students of upcoming events and deadline. More academy engagements, meet and greets, information sessions, or chats are recommended to inform parents and the community about what is taking place at DHS. Additional academy engagements and workshops that inform parents of career technical education programs of study, graduation requirements, FAFSA applications and college assistance are also recommended.

# **School Context and Organization**

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

## **Potential Data Sources**

- Academy Facilitators
- Administrative Cabinet Agendas and Meeting Notes
- Communication: Formal and Informal
- Department Chair Meetings
- DHS Administrative Cabinet Duties & Responsibilities Chart - — Department Chairs – PLCs and Academy Facilitators
- District/Campus Student/Parent Surveys
- Duty Rosters
- Faculty Surveys
- Leadership: Formal and Informal
- Master Schedule
- PLC's
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- School Structure or Make-Up
- Support Structures: Mentor Teachers

## **Data Sources Reviewed**

- 2022-2023 and 2023-2024 Master Schedules
- 2022-2023 District/Campus Parent Surveys
- 2022-2023 Faculty Surveys
- 2022-2023 Student Surveys
- Administrative Cabinet Agendas and Meeting Notes
- Texas Academic Performance Reports/School Report Card (TAPR)



## **Findings/Analysis**

### **Strengths**

- Administration Leading Curriculum & Instruction
- Communication of Activities and Events Within the District
- Enrichment (RTI) for Poor-Performing Students
- Improvements in Discipline Management
- Open Door Policy by Administration
- Participatory Leadership
- Perception of a Safe and Effective School
- Professional Learning Communities (PLC's) are Providing Core Subject Teachers With Additional Collaboration/Planning Time
- Staff has Access to Adequate Technology With Which to Instruct Students
- Staff has Ample Opportunities to Obtain Continuing Education Courses
- Strong Student Focus
- Successful and Effective Office Staff
- Teachers focused on individual students

### **Needs**

- Additional Career and Technology Certification Opportunities
- Consistent Classroom Rules and Enforcement
- Create Professional Learning Communities (PLC's) for Career Technology Education (CTE), Fine Arts and World Languages Teachers in Order to Provide Additional Collaboration/Planning Time
- Enrichment Courses Based on Specific Needs
- Higher and Consistent Classroom Expectations
- Increased Engagement in Real-World Applications in Core Disciplines
- More Formal Communication of Campus Activities
- More Time Built Into Master Schedule for Department Chairs and PLC's as Well as Academy Specific Planning Time

## **Summary of Needs**

Create PLC's for CTE, Fine Arts and World Language Teachers in order to provide more time for them to collaborate, plan together, and review student work to promote increased student success as well as to implement RTI. Department chairs need time to work with curriculum and

instruction, and to work with the teachers in the department. The classes could be better balanced by specific needs of students. Improved classroom expectations are needed, as well as consistent enforcement in all classrooms. DHS must also improve communication with all stakeholders.

# **Technology**

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

## **Potential Data Sources**

- At-Risk List
- Attendance
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- District/Campus Faculty/Student/Parent Surveys
- Enrollment
- Gender
- Graduation, Completion, Dropout, and GED rates
- Mobility/Stability
- Special Programs
- Sub-populations
- SY22-423 and SY 23-24 Master Schedules
- Teachers
- Teacher-Student Ratios

## **Data Sources Reviewed**

- 2022-2023 District/Campus Parent Surveys
- 2022-2023 Faculty Surveys
- 2021-2022 Student Surveys
- Course Selection Guide
- SY22-23 and SY23-24 Master Schedules
- PEIMS Data
- Texas Academic Performance Reports for Accountability

## **Findings/Analysis**

### **Strengths**

- Achieve3000
- CANVAS
- CTE Software (ICEV)
- EDUPHORIA
- Existing Security Cameras
- NoRedInk, PLATO
- Number of Computer Labs
- Portable Laptop Labs
- Promethean Boards in Every room
- Quick Turnaround regarding Hardware/Software Issues
- Regular Hardware/Software Updates
- Wireless Across Campus

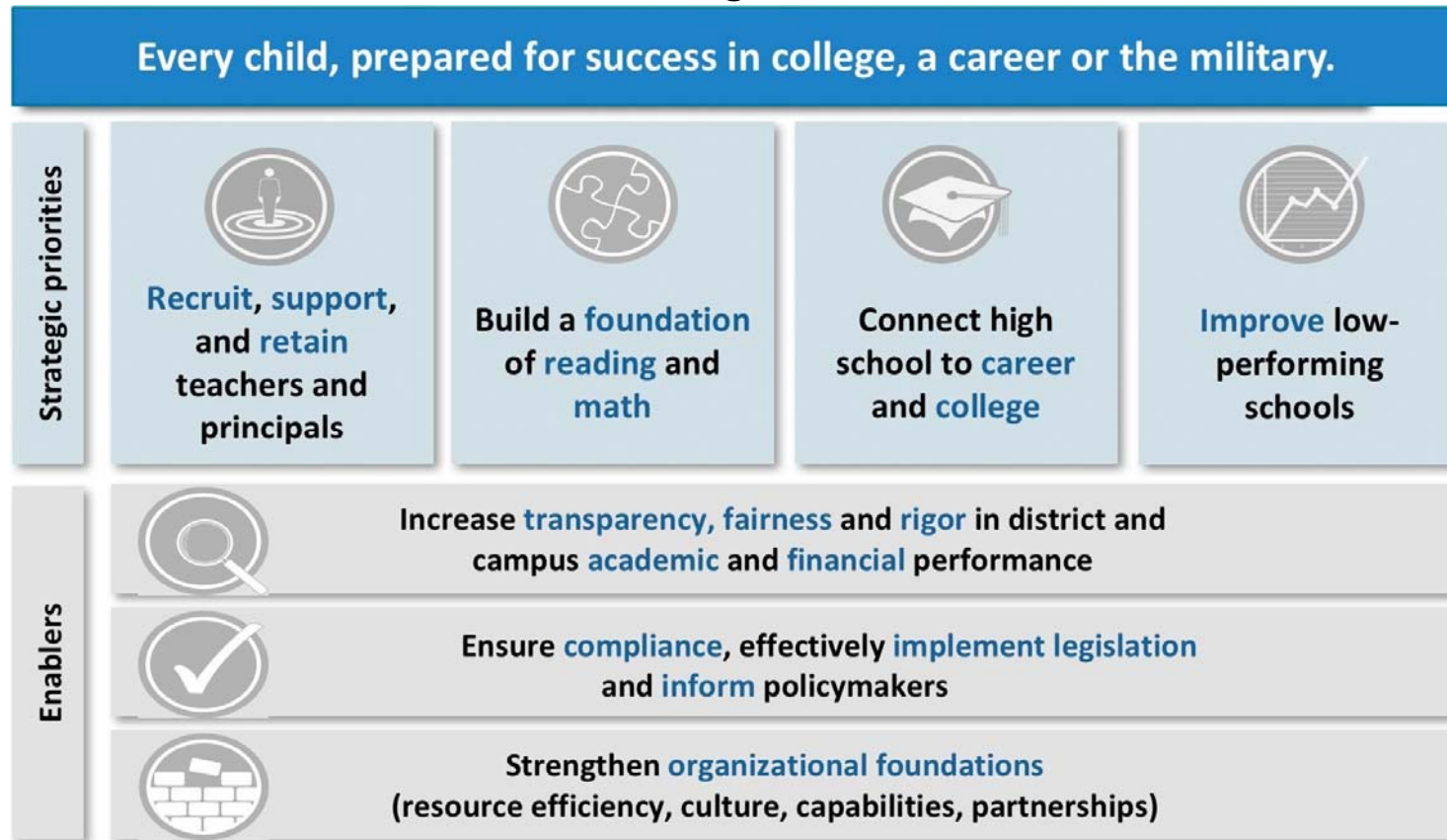
### **Needs**

- Additional Security Cameras
- CTE Software (ICEV)
- Dedicated Webmaster for Campus Website
- Develop Department Specific Websites
- EmPower is NOT a Good Replacement for E-SPED
- Encourage the Development of Teacher Websites
- Hardware in ISS room
- Investigate the Implementation of E-Textbooks
- IT/Curriculum Integration Specialist
- Less Teacher Restrictions/Filters
- Microsoft Word Training in EXCEL for Data Disaggregation
- More EDUPHORIA, NoRedInk and Plato Training
- More Training for Hardware/Software, Including Curriculum Implementation
- Student/Staff Accountability for Security Access

## **Summary of Needs**

The staff needs appropriate professional development and time to incorporate new Instructional Technology. Teachers need to know how to use technology to help improve student achievement. Appropriate hardware is needed in the ISS room to serve students.

## TEA Strategic Priorities



**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.

**Campus Objective 1:1** - *Community and parental involvement with the campus will be increased.*

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

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

Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Format ive	
					Dec	May
Conduct conference opportunities for parents and teachers	Print at bottom of report cards, Local media, School Messenger, Facebook	Principal, Asst. Principal, Counselor, Staff	August - June	Sign in Sheets, Band and Athletic Boosters member rosters; report cards, news articles		
Distribute school newspaper, weekly, to community/staff.	The DHS Online Express News	Principal, Journalism Teacher, Other staff	August - June	News-Published		
Distribute Parent and Student Portal to parents and students	Parent and Student Portal	Principal, Counselor, APs, Secretary/Registrar	September - June	Parent and Student Portal Metrics		
Send progress reports through Parent Portal. Parents of Special Ed. Students & At-risk students as needed.	Progress reports	Teachers, Principal, APs, Counselor, Registrar. Faculty	September - June	Progress reports issued each three weeks, Parent Conferences		



Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Advertise school activities on marquee, local media, district website and social media	Newspaper, School Marquee, School Messenger, District Website, Twitter and FaceBook accounts	Principal, Ath. Dir., Journalism Teacher, Assistant Principal	August - June	Sign in sheets, Facebook participation		
Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; i.e., FFA, FCCLA, UIL, etc.	Parent Volunteers, Booster Clubs, Hospitality Services, Community Center, MS and HS gyms, DSAC	Principal, Sponsors, Band Dir., Ath. Director, Club Sponsors, APs, Lib. Dir.	August - June	Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles		
Encourage community participation in activities such as music concerts, athletic banquets, and theater productions.	Gym, Parent Volunteers, Booster Clubs, Flyers, Local Media, Meals, DSAC	Principal, Band Directors, Coaches, Theatre Director, Literary Director	August - June	Newspaper articles as approved by principal, Sign-in sheets, head counts, ticket sales		
Texas Public School Week, Red Ribbon Week	Newspaper, School Messenger, Facebook	Principal, APs, Sponsors, Student Council, Art Instructor	August - June	Newspaper, Red Ribbon Distribution, Display of student art		

STAAR EOC Recognition	DSAC, Local Media, Social Media accounts	Principal, APs, Counselor, Staff, Maint. Personnel	June	Awards Distribution Master list on file		
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Encourage parent participation at meet the teacher night	Announcement in newspaper, Social Media accounts, School Messenger	Principal, APs, counselor	August - October	Sign-in sheets from parent night		
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Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Senior Boy and Girl Student of the Month	Lions Club, Local Media	Principal, Teachers	Monthly (nominations)	Academic performance, Citizenship, Involvement in Student Activities, Attendance		
Improve campus website, <a href="http://www.devineisd.org">www.devineisd.org</a> – NEW DHS (Wix) site	Website, technology person, submission materials	Principal, Technology Director, APC&I, Other staff	On weekly basis	Website, review technology survey		
Continue to hold a college/job fairs to provide knowledge to parents about post-secondary education	Personnel, College Recruiters, Military Recruiters, Tech School Recruiters, Media	Principal; Counselor, APs, Teachers	Fall	Student attendance and participation, Parent Attendance		
Provide campus event calendar monthly or each grading period, with student activities, SBDM Meetings, Board Meetings, school sponsored activities	Publishing costs	Principal, AP's, Athletic Directors, Other staff	August - June	Social Media, Physical Calendar, Notification on progress reports and Report cards		

Goal 1 PARENT AND COMMUNITY INVOLVEMENT STRATEGIES FOR IMPROVING STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Ensure the district communicates state and federal promotion and graduation requirements	Local media, TEA materials, 4 Year Plans, Course Guide, Student Handbook	Principal, Assistant Principals, Counselor	August - June	Articles in local paper, Social Media, Handbooks		
Provide involvement for parents at alternating settings and times –stagger times from other campuses	Alternative settings, times	Principal, Assistant Principals, Counselor	August - June	Conference minutes, Parent night sign-in sheets		
Provide and communicate district and campus-based programs and organizations through registration/enrollment, School Messenger, district/campus websites and Social Media accounts	Publishing costs Title IV-Part A	Technology Director, Principal, Club Sponsors, Athletic Directors, Assistant Principals	August - June	Participation numbers, Followers, Response numbers		
Develop and distribute a parent satisfaction survey for parental input on an annual basis	Online Surveys	Principal	Spring	Completed surveys		
Create and manage campus Twitter and Facebook accounts	Computer with internet access	Technology Director, Designated Account Administrator	August – June	Number of friends or followers		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:1** - STAAR End-of-Course Exams (EOCs) will increase to outperform State average passing standards.

**Measurement:** The percentage of all students and sub populations enrolled in the district will increase or be maintained in accordance with campus established goals.

**Campus Goals:** The percent of students and sub populations scoring “approaches,” “meets,” or “masters” on the STAAR tests will exceed the Texas state average.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Teachers will use STAAR EOC software	TRS, Computer Lab, NoRedInk	AP’s, Teachers, Computer lab aide	August - June	Computer Lab Schedule, Student EDUPHORIA Profiles		
Essay, open-ended and multiple choice format questions will be used on course examinations	TRS Test Format, District Assessment Checklist, EDUPHORIA	Principal, Asst. Principal, Department Chairs, and Staff	August - June	Teacher Records, EDUPHORIA data, UBD		
Teachers will use TEKS based EOC Questions on each test to assess student progress.	Printer/scanner, EDUPHORIA, Test question models, TEKS, TRS	Principal, AP’s, Department Chairs, Teachers	August – June	Teacher Records, EDUPHORIA Records		
Teachers will implement cross-curricular strategies in preparation for STAAR EOC	Writing Prompts, STAAR EOC Writing Objectives and Materials, NoRedInk	Principal, AP’s, Curriculum Coordinators, English Department Teachers, Department Heads	August – June	Lesson Plans, Activity Plans, STAAR EOC Results Teacher Records, UBD		

English 1&2						
Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Questions testing higher order thinking skills will be utilized in all classes	TRS, Warm-Ups, Exit Tickets, Activities, Question Banks	Principal, AP's, Department Chairs	August-June	UBD, Lesson plans, teacher records		
Review SAT/ACT/TSI d objectives in English an Math classes	PLATO, NoRedInk, Review Materials	Principal, AP's, Counselor, English Department, Technology Coordinator, Math Department	August - June	Sign-in sheets for classes, lesson plans, Additional Indicators		
Share standardized test Results/Data with all teachers	TAPR Report, STAAR EOC Results, EDUPHORIA, Unit Tests	Principal, AP's, Counselor, Dept. Chairs Coordinator	August - June	STAAR EOCs, Benchmarks, TAPR, EDUPHORIA Reports		
Conduct STAAR EOC interim tests for grades 9-11 in core areas.	STAAR EOC Interim Tests or other source, EDUPHORIA	Principal, AP's, Department Chairs, English, Math, Science, and SS Tchrs	November - March	Teacher evaluations, Benchmark Results		
Use Unit Assessments as formal benchmarks for STAAR EOC exams	Testing Calendar, EDUPHORIA	Coordinators, Testing Coordinator, Principal, AP's, DC's	April-June	DHS Calendar; Semester Exam Schedule		

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Maintain and monitor listing of students identified as being at-risk each six weeks for follow-up RtI services	Report card data, Cumulative failure list, EDUPHORIA Data, RTI – Google Doc	Principal, AP's, Counselor, Department Chairs	August - June	List of at-risk students and failure rates for six weeks evaluated by admin. and discussed with staff, improved progress of at-risk students		
Instruct students on use of electronic media to improve their research and remediation for standardized tests	Computer labs, Chrome Books, staff programs, Individual Classroom Computers, Internet, Graphing Calculators	Teachers, Curriculum Coordinators, Principal, AP's, Technology Coordinator, Librarian	August - June	Computer lab, library, and teacher records		
Provide school-year services for identified G/T students that include instructional and organizational patterns as specified in 19 TAC Ch 89.52 (a)(5)	Local BudgetAdvanced Placement, Pre-AP, Dual-Enrollment English III & IV, US History, Govt and Economics	Principal, AP's, Counselor and DC & AP Teachers	August - June	Results based monitoring documents, G/T surveys and/or program evaluation		
Provide access to and use of computers for review of PSAT, SAT, ACT, and TSI material	Chrome Books and software, Internet sources, Plato lab, SAT & ACT specific software	Principal, AP's, Technology Coordinator	August - June	Computer lab schedules		



Provide review of STAAR EOC Student Expectations for required grades	Practice STAAR EOC Tests, STAAR EOC materials, EDUPHORIA	Principal, AP's, Curriculum Coordinators, Teachers in four core areas	August-June	Copies of reviews, sign-up sheets for attendance		
<b>Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE</b>	<b>RESOURCES NEEDED</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINES FOR REACHING GOALS</b>	<b>FORMATIVE EVALUATION CRITERIA</b>	<b>Formative</b>	
					<b>Dec.</b>	<b>May</b>
Build campus incentives for students who do well on STAAR EOC	Time, local merchant incentives	Principal, AP's	August - June	Media Coverage, School Publications, Broadcasts		
Develop student recognition for students who earn Masters on EOC	Local budget for picture frames, certificate paper, and invitations,	Principal, AP's, Counselor	August - October	Picture displays, lists of commended students		
Teachers will have STAAR EOC warm-up activities in core classes.	Local funds: Paper, STAAR EOC resource materials	Principal, AP's, Department Chairs	August - June	Walk-throughs		
Monitor and adjust STAAR EOC Plan based on student needs	Local funds: Department Chairs, AP's salary, Eduphoria data	Principal, AP's, Department Chairs	August - June	Physical plan and walkthroughs		

After-school and evening EOC Tutorials	Plato Lab, Personnel	AP's, Department Chairs, Teachers	August - June	Increased STAAR EOC scores		
<b>Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE</b>	<b>RESOURCES NEEDED</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINES FOR REACHING GOALS</b>	<b>FORMATIVE EVALUATION CRITERIA</b>	<b>Formative</b>	
					<b>Dec.</b>	<b>May</b>
Implement more hands-on activities in all classrooms	TRS, Internet Research, Materials, Activities	Principal, AP's, Department Chairs, Teachers	August - June	Lesson Plans, Walk-Throughs, T-Tess		
Implement the usage of plagiarism software/website	TurnItIn.com or Safe Assign.com accounts, Internet Access	Principal, AP's, Technology Director, Teachers	August – June	Usage reports, plagiarism reports		
Provide PLC time for STAAR EOC teachers to review strengths and weaknesses of students	EDUPHORIA, Release time, Substitutes	Principal, AP's, Department Chairs, Teachers	August – June	Increased STARR EOC scores		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:2** - *The achievement gap among student populations on the STAAR EOCs will be reduced by 10% each year.*

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

**Campus Goals:**

The percent of Hispanic students passing STAAR EOC tests will meet or exceed the Texas state average for approaches, meets and mastered.

The percent of economically disadvantaged and at-risk students passing the STAAR EOC tests will meet or exceed the Texas state average for approaches, meets and mastered.

The percent of Special Education students passing the STAAR EOC tests will meet or exceed the Texas state average for approaches, meets and mastered.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Review STAAR EOC test data, through Eduphoria, w/PLC's	EDUPHORIA	Principals, AP's, DC's, Counselors, Teachers in Four Core Areas	August - June	Student Academic Achievement Records		
Implement interventions as prescribed by RtI Committee	Test data from EDUPHORIA, RTI Forms, NoRedInk,	Principal, AP's, Counselor, Teachers in four core areas	August - June	EOC results, Student Academic Achievement Records		
Incorporate oral language strategies for ESL students through use of ESL tutorials, materials, software, Ipads with translator App	Local, Title III funds, IPads	Principal, ESL Teachers, Director of Special Programs	August - June	TELPAS		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:3** – *Eighty Five percent (85%) of students will meet the passing standards on a six weeks basis.*

**Measurement:** Instructional strategies and data will indicate that 85% of students will meet the passing standards.

**Campus Goals:** The percentage rate of students failing one or more courses each six weeks will not exceed 15%.

The annual percentage rate of students failing one or more courses will not exceed 15%.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Continue Semester Exam Exemption Prog. to improve attendance and grades	Coordination with all staff	Principal, AP's, Staff, Counselors, Academy Facilitators, DC's	Third and Sixth 6 Weeks	Student schedules, In-service roster, Teacher records		
Parental contact will be made if student is not doing assigned work	Progress Report, Email, Telephone	Principal, AP's, Counselors and Teachers	August - June	Parent contact log, Parent and Student Portal		
Monitor and adjust the credit retrieval program for at-risk students	Plato Lab, Personnel,	Principal, AP's, Counselor, Staff	August-August	Improved passing rate, lower dropout rate		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:4** - *Student attendance rates will increase.*

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

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

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ON-GOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Reward individuals with perfect attendance in all class periods, 6-week intervals	Prizes for drawing, Out of uniform days	Principal, APs, Attendance Clerk	August - June	Student attendance reports		
Contact parents about excessive absences, use Gmail and phone to notify parents of student absences	Email, telephone, Truancy Staff	Asst. Principals, Counselors. Teachers Attendance Clerk, SRO, Truancy Staff	August - June	Attendance Records		
Continue Semester Examination Exemption Program to improve attendance and grades	Staff, office records	Principal, Asst. Principal, Department Chairs, Attendance Clerk, Academy Staff	3rd and 6th six weeks	Attendance Records		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:5** *Technology will be integrated throughout instruction to increase the competencies of students and faculty in the use of computer skills and the internet.*

**Measurement:** Data will indicate that student achievement was impacted by the use of technology in classroom instruction.

**Campus Goals:** Enhance the effectiveness of classroom instruction through technology.

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Monitor upgrades of computers issued to students, faculty, admin, and counselors	Chrome Books, Computers, hardware, software, licenses, training	Principal, District Technology Director, Technology Staff	August -June	Purchase orders as verified by principal		
Schedule technology-related in-services	Region 20, Class software	Principal, District Technology Director	August - June	Purchase orders as verified by principal		
Increase student access to research and communication resources by providing internet access to all academic areas	Chrome Books, Local funds, Computer Lab time	Principal, District Technology Director, Librarian	August - June	Purchase orders as verified by principal; Wi-Fi/Internet Usage Reports		
Increase awareness of the Levels of Technology Integration (LoTi) in instruction	LoTi resources, time allotted for training, walk-throughs, follow-up	Principal, AP's, Librarian, Dept. Chairs	Aug-June	Walk through data shows use of technology and a higher level of technology integration for instruction		

<b>Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE</b>	<b>RESOURCES NEEDED</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINES FOR REACHING GOALS</b>	<b>FORMATIVE EVALUATION CRITERIA</b>	<b>Formative</b>	
					<b>Dec.</b>	<b>May</b>
Implement the use and distribution of Chrome Books, iPad/Laptop Labs.	Chrome Books, Apps, iTunes account	Principal, Librarian, APs, Coordinators	October – June	Sign-out Sheets Apps purchased		
Implement additional teacher security access with increased accountability	Network Administrative Access	Principal, Technology Director, Teachers	Ongoing	Usage reports, walk-throughs		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:6** *The annual dropout rate will decrease in order to meet or exceed state and federal standards.*

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

**Campus Goal** The campus dropout rate as determined by TAPR data will be maintained or decrease from the State rate of 2.1%

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Verify withdrawals to other districts and to homeschool	Withdrawal Document, Request records	Counselor, APs, Special Education, Registrar	August - June	Requested records form received		
Evaluate out-of-district transcripts	Records, Transcripts, and AAR	Principal, Counselor, APs, S E Transition Counselor	August - July	Student records Student test reports		
Recover students who have not passed a grading period or STAAR EOC	PEIMS info, attendance records, & EOC study guides, tutorials Title III & Title I-C	Principal, AP's, Counselor, Attendance Clerk	August-August	Student test reports		
Computer Labs will be available all day	Computer labs, software, skill banks, Lab aide/ technician,	Principal, Campus Technology Director	August - June	Teacher schedules, sign-in sheets		
Career Technology Work Program—DCP	Classroom, CT Teacher, CT Weighted Funding	Principal, Ag Science teacher, AP's	August - June	Teacher records		



Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
After-school and evening EOC Tutorials	Plato Lab, Personnel,	Teachers	August - June	Increased STAAR EOC scores		
Use Devine Learning Center and SRO resources to connect w/parents to enforce attendance laws.	Local	Principal, SRO, Director of Special Programs	August - June	Attendance Records		
Incorporate technology skills into all classes, 9-12	Technology domain included in classroom walk-throughs	Principal, APs, Department Chairs	On-going	Satisfactory monitoring as reflected on walk-through instrument		
Host and attend College/Career Days	Career Awareness Program	Principal, Counselor, CATE Director	August - June	Student reports		
Encourage interest inventory and/or ASVAB	Military personnel, CTE Personnel	Counselor, CTE Coordinator	September	ASVAB Score Reports,		
Invite college recruiters to discuss financial aid, credits, class enrollment procedures, and goal-setting with seniors	Time, college personnel	Counselor	Fall Semester	Student reports		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:7** - *The percent of students annually attaining graduation requirements will continue to remain at or above the state-required level.*

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

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

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Attend a college fair at an area school. Conduct financial aid/FAFSA workshops.	College Representatives, Transportation, Mail, Newspaper, Flyers	Counselor, APs	November and February	Counselor records		
Provide information for students to visit colleges and technical schools	Admission staff, Catalogs, College Days, Café College	Counselor, APs	August - April	Sign-in Sheet		
Provide CTE and career counseling for teenage parents – ESC20 Continuous Improvement Feedback (CIF) Report	Vocational Counselor, School Nurse, Home Teacher, Special Ed Counselor, Consumer Eco Tchrs	Principal, Counselor, APs, Special Ed Counselor, Consumer Eco Teachers, Academy Staff	On-going	Counselor Records, Class Curriculum		
Provide CTE courses to prepare students for technical college and career paths (Career Pathways) – ESC20 CIF	CTE Director and Teachers	Principal, CTE Director, Academy Staff, Teachers	On-going	Class records and curriculum		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

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

**Campus Goals:** Students taking College Admissions Tests will increase in number and in scores to close the gap between this campus and the Comparable Campus Group, as established by the State.

Goal 2 Student Achievement Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Timelines for Reaching Goals	Formative Evaluation Criteria	Formative	
					Dec.	May
Questions testing higher-order thinking skills will be utilized in all courses	TRS, Targeted Warm ups,	Classroom teachers	August - June	Daily work and tests		
9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade students will be encouraged to take the PSAT by tying the test to Honors/AP courses' requirements.	Printed materials, Study Guides	Counselor, Classroom teachers	August - June	Test results, PAP/AP Guidelines		
College bound juniors will be encouraged to take the ACT or SAT and to retake each in order to raise their scores	Printed materials, Study Guides	Counselor, Classroom teachers	August - June	Test results		

Goal 2 Student Achievement Strategies for Improvement of Student Performance	Resources Needed	Staff Responsible	Timelines for Reaching Goals	Formative Evaluation Criteria	Formative	
					Dec.	May
Continue student recognition program for high SAT/ACT scores	Funds for awards, certificates, pictures	Principal, AP's	August - March	SAT/ACT scores		
Develop criteria for eligible students to take THEA, SAT/ACT tests, AP exams, and dual-credit courses.	Lists of eligible students and budget money to cover the cost,	Counselor	August - June	Published criteria, application forms, and test results		
Utilize student assessment data management system (EDUPHORIA) for analyzing EOC testing data, developing benchmarks, and building TEKS-aligned assessments.	Curriculum Director, Principals, APs, Curriculum coordinators	Local	September - June	EOC results TELPAS results Benchmark Results Six-Weeks/Unit Assessments		

**District Goal #2:** STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

**Campus Objective 2:8** - *Focus budgetary allocations on instruction.*

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

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

Goal 2 STUDENT ACHIEVEMENT STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Require staff to practice safety procedures as identified by the administration to include supervision	Staff meeting	Principal, Asst. Principal, Counselor, Department Chairs,	August - June	Decrease accidents as verified by the assistant principal, monthly drill reports		
Budget allocations reflect the needs of G/T, Special Education population	Budget—as per superintendent and business manager	Principal, Admin Cabinet, SBDM, Department Chairs, Academy Facilitators, Teachers	August - June	Budget on file to show expenditures for all student populations		
Budget allocations for implementation of new CTE and certification programs – ESC20 CIF	Budget—as per superintendent and business manager	Principal, Admin Cabinet, SBDM, Department Chairs, Academy Facilitators, Teachers	August - June	Budget on file to show expenditures for all student populations		

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

**Campus Objective 3:1** – *TEKS Resources will be the guaranteed and viable curriculum for all students focusing on the alignment of standards, learning objectives, activities and assessments through backward design with increased rigor.*

**Measurement:** Evidence of increased academic austerity, through the backward design of lesson plans, will be exhibited by the alignment of TEKS Resources with rigorous learning objectives, activities and assessments.

**Campus Goals:** All teachers will incorporate academic rigor in all subject areas so that all students realize their learning potential and become prepared for productive lives.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Advanced Placement in-services as appropriate	TRS, Region 20, College Board, Substitutes, TEA	Principal, Department Chairs, AP's	On - going	Budget, student schedules as verified by the principal		
Encourage students to take additional science and mathematics courses by offering Honors/AP weighted courses.	Curriculum materials, Graduation requirements	Principal, Counselor, Mathematics and Science Departments, AP's	August - June	Student schedules		
Offer dual-credit courses in additional disciplines; Continue offering English, US History, Government and Economics dual-credit	Course booklets, College catalogs Articulation agreements with Palo Alto CC	Principal, Counselor, AP's, English Tchrs, Social Studies Tchrs, FCS and Ag Tchrs	August - June	Budget increases, Student schedules		

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Meet federal standards for curriculum alignment and assessment through TEKS & ELPS alignment of campus curriculum.	TRS, Eduphoria, TEKS Resources	Principal, AP's, Department Chairs, Asst. Supt. of C&I	August - June	Kilgo Alignment		
Utilize Chrome Books in the classroom.	Chrome Books, iPad Apps, Wireless	Principal, Librarian, APs, Counselor, Department Chairs, Teachers	October – June	iPad Check-out list		
Implement remediation courses/Accelerated Instruction for STAAR Re-testers	Additional Teacher, Curriculum Materials	Principal, AP's, Counselors, Core Teachers	August – June	Student Schedules, Master Schedule		

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

**Campus Objective 3:2** – Increase *the percent of students enrolled in advanced courses*.

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

**Campus Goals** The percent of students enrolled in advanced courses will increase.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Advanced Placement in-services as appropriate	Region 20, College Boards, Substitutes, TEA, Region XIII, Lead4ward	Principal, Department Chairs, AP's, Asst. Supt. of C&I	August - June	Budget, Conference certificates and/or voucher requests		
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in Honors/AP classes.	Course booklets & standards chart	Principal, Department Chairs, AP-G/T Coordinator, Counselor, AP's	August - June	Test results and Sign-up sheets		
Encourage students to take AP/Honors Science and mathematics courses that have advanced course weight.	Curriculum Materials, printed materials, Board Policy, CLEP for Bio/Chem	Principal, Mathematics and Science Dept. Chairs, Counselor, AP's	August - June	Budget, Student schedules		



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

**Campus Objective 3:3** - *The percent of students graduating with the distinguished achievement and a performance acknowledgement seal will increase by 10% per year.*

**Measurement:** The percent of students graduating under the distinguished seal with *a performance acknowledgement* will be maintained in accordance with campus-established goals.

**Campus Goals:** The percent of students graduating on the recommended program will increase each year.

Goal 3 Curriculum and Instruction STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Send teachers to Honors in-services as appropriate	TRS, Region 20, College boards, Substitutes, TEA	Principal, AP-G/T Coordinator, Department Chairs, Counselor	August- June	Conference certificates, Teacher vouchers		
Encourage students to take the PSAT in the 10th and 11th grade by linking it to requirements in Honors/AP classes.	Course booklets and standards chart	Principal, AP - G/T Coordinator, Counselor	August - June	Test results		
Increase the use of Chrome Books and computer labs in instruction	Chrome Books, Computer labs	Principal, Counselor, Teachers	August - June	Lab scheduling records		

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

**Campus Objective 4:1** - *Staff development programs will be implemented on this campus. An attitude of high expectations and performance will be developed among staff. Staff shortages in critical areas will decline through a recruiting program to select and retain quality teachers.*

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

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

Goal 4 Qualified and Effective Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Provide In-service on Student Expectations for STAAR EOC.	Region 20	Principal, Asst. Principals	August - June	Evaluation forms		
Encourage teachers to attend G/T and Honors workshops. Dual Credit	Region 20	Principal	August - June	Certificates		

Maintain a lower ratio of students to teachers for effective use of talents in critical core areas according to staffing levels	Course offerings, Texts, Staffing	Principal, Counselor, Assistant Principals	August - June	Teacher grid sheets		
Recruit and hire staff as needed in critical areas of core courses and special ed.	School District, Colleges, and Universities, Job Fairs	Personnel, Principal	On - going	Contracts, Certification records		

Goal 4 Qualified and Effective Personnel STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Evaluate Program Effectiveness	Evaluations, Planning time	Principal, Department Chairs	August-June	Walkthrough forms, Lesson Plans, Team Mtg Min., Kilgo Monitoring		
Provide quality staff development to ensure that all core teachers remain Effective.	Title II-A Title IV-A Local	Director of Special Programs, Asst Superintendent, Principal	August - June	Staff development surveys, annual review of teacher certificates		
The district will provide reimbursement for the TExES in high needs areas to help Tchr effectiveness.	Title II-A Title IV-A Local	Director of Special Programs, Assistant Superintendent, Campus Principal	August - June	Effective--teacher certificates		
Maintain highly effective staff in all subjects.	Time	Dir. of Spcl Programs, Personnel Director, Principal, Teacher	August-June	Effective--teacher certificates		
Maintain personnel to reduce the achievement gap by providing instruction and remediation in small groups.	Accelerated Instruction labs, Principal Classroom teachers	Local, SCE	August - June	TELPAS results STAAR EOC results		
Provide technology and training to enrich student learning	Chrome Books, Funding, Staff Development, Workshops	Asst. Superintendent, Principal, Technology Staff	August – June	Workshop Certificates		

**District Goal #4:** **Qualified and Effective Personnel:** Effective personnel will be recruited, developed, and retained.

**Campus Objective 4:2** – *Data Disaggregation and research will inform instructional as well as administrative practices to improve student performance.*

**Measurement:** Data will indicate that student performance was, positively, impacted by the research that is inherent with data disaggregation, informing classroom instruction.

Documentation will indicate that instructional and administrative practices were informed by data disaggregation.

**Campus Goals:** Enhance the effectiveness of classroom instruction informed research.

Goal 4 Qualified and Effective Personnel				Formative	
STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE				FORMATIVE EVALUATION CRITERIA	
PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR REACHING GOALS		Dec. May
Expand staff development to include attendance at Region 20 workshops, expenses	TRS, Budget Increases; Funds for subs, travel, workshop	Principal, Asst. Principals, Asst. Superintendent	August - June	Verification of attendance through reimbursement,	
Continue vertical and horizontal team meetings, including implementation of core area (PLCs)	TRS, Informal and formal departmental meetings across grade levels, Subs/ funding for subs	Principal, AP's, Asst. Superintendent, Department Chairs	August - June	Sign-in sheets, curriculum maps	
Monitor upgrade cycle for computers issued to departments, admin, and counselors	Local funds: hardware/soft-ware, licenses, training	Principal, Technology Coordinator, Teachers	August - June	PO's and received items	

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

**Campus Objective 5:** *A campus decorum promoting only the highest of expectations for student academic achievement, dignity, dress, respect for others, including property, self-respect and self-discipline shall become the standard.*

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

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

The low accident rate will continue.

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

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

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STDNT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATIONCRITERIA	Formative	
					Dec.	May
Monitor the use of security equipment to decrease vandalism and/or graffiti.	Cameras,police reports,computer, VIMonitorPlus, Visitors’ Passes	Principal, Asst. Principal, All staff	August - June	Staff placement as verified by principal, Log of individual students		
Student Council will coordinate activities to promote a safe and drug free school environment	Local	Principal, Teacher/ Sponsor, Student Council sponsor and members	August - June	Calendar, Decrease in school violence and referrals		

Continue random drug testing program and expand to include testing for additional drugs	Local funds	Principal, Asst. Principal, Counselor, Ath. Directors, UIL Director, All club/organization sponsors, School Nurse	August-June	Drug Test Results		
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Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Promote activities to support Red Ribbon Week (Drug Free)	Local funds: Campus organizations	Principal, Asst. Principals, Counselor, FCCLA, Student Council Sponsors	October	Teacher records, photos, purchase orders		
Program on substance abuse consequences	Campus organizations Local	Principal, Counselor, Organization Sponsors, Central Office Personnel	August-June	Student attendance, Lesson plans		
Random Search—Drugs and/or drug paraphernalia and weapons	Drug Dogs Local funds	Asst. Principals	Random—No Announcement	Report filed regarding findings		
Continue to enforce district policy that discourages drug and alcohol abuse by UIL participants and other student leaders	Constitution and bylaws of organizations, Student Handbook, and Board Policy book	Sponsors, Asst. principal, Principal	On-going	Positive example will be set; reduced number of drug and alcohol-related referrals		
Encourage involvement in co-curricular and extra-curricular activities	Clubs and organizations	Staff	On-going	Positive example set; less idle time; increased self-esteem		

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Continue programs that recognize student achievement	Lions Club, School Board&other organizations, Scholarship Awards Program, Local Newspaper	Principal and campus staff	August-June	Purchase orders, staff records		
Continue computer grade book program (TxEIS)	Local funds	Principal, Teachers, Counselor	August-June	Computer print-outs, Computer history		
Encourage display of student work	Posters, student work, teacher display cases, easels	Principal, staff	On-going	Purchase orders, staff records		
Conduct safety briefings for staff	Posters, handouts, safety tests	Principal, Asst. Principals	August-June	Sign-in sheets		
Promote class discussions regarding safety in all lab and PE classes	Copier, Disaster Preparedness Plan	Principal, Science Dept. Chair, Ath. Coordinators, Ag Faculty	August-June	Teacher records		
Encourage students to follow all rules in DISD H.S. Student Handbook	Student Handbook	Principal, Asst. Principals, Staff	August-June	Signature forms		
Discussion of school and classroom expectations of student behavior in small groups	Student Handbook, Classroom Rules	Asst. Principals, Teachers	First Day of School, and first week	Behavior acceptable for high school students		



<b>Goal 5 School Climate</b>				<b>FORMATIVE</b>	<b>Formative</b>
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<b>IMPROVEMENT OF STUDENT PERFORMANCE</b>			<b>MONITORING</b>	<b>CRITERIA</b>	<b>Dec.</b>	<b>May</b>
Class session on self-esteem, goal setting, and organizational skills	Commercial and teacher-made materials	Teachers, Counselor	End of first six weeks	Feeling of self-worth, which creates a more productive student		
Reinforce appropriate behavior	Individual counseling; Parent-Teacher Conf.	Principal, Asst. Principals, All staff	On-going	Observe appropriate student behavior.		
Encourage club sponsors to require student involvement in charitable community causes	Sources of community charitable causes	Club Sponsors	August - June	Activity logs		
Emphasis will be placed on positive behavior during the school day and at extra-curricular activities	Student handbook; Teachers' classroom rules and procedures	All staff – during day sponsors + coaches during extra-curricular events	On-going	Positive school atmosphere and climate; discipline referrals will decrease		
Increase communication with local law enforcement agencies regarding prevention of violence. Coordinate an evacuation plan and other necessary plans in the case of an emergency situation.	Communication meetings between school officials and law enforcement agencies	Principal, Assistant Principals	On-going	Planned drills, such as long distance fire drills		

Goal 5 School Climate STRATEGIES FOR IMPROVEMENT OF STUDENT PERFORMANCE	RESOURCES NEEDED	STAFF RESPONSIBLE	TIMELINES FOR ONGOING MONITORING	FORMATIVE EVALUATION CRITERIA	Formative	
					Dec.	May
Require student organizations/ clubs to participate in community-based service activities at elementary, intermediate, middle school and high school	Sources of community-based services	Club Sponsors	August - June	Activity logs		
Provide awareness of teen dating violence to students and parents through health classes, presentations, related videos, posters, hotlines, parent listserv, district website, and written communication.	Local Teen Dating Violence Listserv Devine News FCCLA	Principal, Assistant Principals, Counselor, SRO, FCCLA and health teachers	August - June	Documentation of communication and programs implemented		

√- Accomplished

▲ – Considerable

▼ - Some Progress

0- No Progress

X- Discontinued



## 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 a 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 High School

Objective: To have 90% of all students disaggregated by ethnicity, gender, and income pass all parts of the EOC 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 or are English Learners in order to improve student performance on EOCs and TELPAS Testing.	Certified Teacher (.5 FTE) \$25,812	Principal Accelerated Instruction Staff	August- June	Teacher tests Grade cards	Pass all classes EOC STAAR results TELPAS results
<b>Supplemental Instruction</b> - Provide supplemental technology instruction to students in need of assistance in core subject areas. (PLATO Lab)	Aide (.87 FTE) \$24,988	Principal PLATO Counselor Technology Aide	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
<b>After School Tutorials</b> -Students in at-risk situations receive individual assistance with classwork, homework, and meeting STAAR objectives	Certified teachers \$1,000	Principal	August- June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
<b>Summer Tutorials</b> -Certified teachers provide accelerated instruction to students who have failed a STAAR or EOC test and are eligible for re-testing.	Certified Teachers \$4,000	Principal Asst Principal Counselor	August- June	Teacher tests Progress reports	EOC STAAR Results
<b>Dyslexia</b> – Provide dyslexia intervention for dyslexic students using Tier II/Tier III interventions as well Lexia computer program for additional support.	SCE-\$270 (supplies) Local	Principal Counselor Spec. Ed. Director	August- June	Benchmarks Lexia reports	Reading/ELA grades ELA STAAR
<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/ MS funds)	DAEP Principal	August- June	Teacher tests Grade cards	Passing grades Stay in school

Objective: To have 90% of all students disaggregated by ethnicity, gender and income pass all parts of the EOC STAAR.					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
<b>JJAEP</b> -Participate in Atascosa JJAEP as an alternative to expulsion	SCE-\$6,000 (incorporated w/ MS funds)	Superintendent MS/HS Principals, Asst Principals	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-\$10,000	Principal	August-June	Teacher tests Grade cards	Passing all core subjects
<b>Supplemental Materials</b> -Core curricula is augmented by teachers using supplemental materials to help students achieve EOC objectives.	Instructional Supplies \$3,500	Principal	August-June	Teacher tests Grade cards	Passing applicable component of EOC

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

<b>Supplemental Instruction</b> - Provide supplemental instruction to students in need of assistance in core subject areas. (PLATO Program)	Local	Principal PLATO Counselor Technology Aide	August-June	Teacher tests Grade cards	Passing final grade in all core subjects STAAR results
<b>District SRO and DAEP Principal/ District Truancy Officer</b> will help campuses enforce compulsory attendance laws.	Local, City of Devine	Principal Attendance clerk Supt.	August-June	6 weeks Attendance Reports SRO Reports	Annual Attendance Reports

\*Funds utilized district-wide