# 2026-27 Campus Improvement Plan




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| **School Name** | Devine High School |
| **Address** | 1225 W Hondo, Devine, TX 78016 |
| **Website** | devineisd.org |
| **Date Presented to School Board** | November 17, 2026 |

## Campus Site-Based Committee

| Name | Position |
|---|---|
| Patricia Taitano | Classroom Teacher |
| Christina Morales | Classroom Teacher |
| Marisol Rangel-Garcia | Classroom Teacher |
| Betsy Leal | Professional, Special Education |
| Soheila Zori | Community / Parent |
| Leeann McReynolds | Professional, Campus |
| Karla Korczynski | Instructional Specialist |
| Kate Fowler | Counselor |
| Michael Gomez | Administrator |

## Mission Statement

We empower students to maximize their educational potential and achieve lifetime success.

## Vision

## Core Beliefs

## State Goals and Objectives

### The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### The State of Texas Public Education Goals

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| **GOAL #1:** | The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. |
| **GOAL #2:** | The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. |
| **GOAL #3:** | The students in the public education system will demonstrate exemplary performance in the understanding of science. |
| **GOAL #4:** | The students in the public education system will demonstrate exemplary performance in the understanding of social studies. |

### The State of Texas Public Education Objectives

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| **Objective #1:** | Parents will be full partners with educators in the education of their children. |
| **Objective #2:** | Students will be encouraged and challenged to meet their full educational potential. |
| **Objective #3:** | Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. |
| **Objective #4:** | A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. |
| **Objective #5:** | Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. |
| **Objective #6:** | Qualified and highly effective personnel will be recruited, developed, and retained. |
| **Objective #7:** | The state's students will demonstrate exemplary performance in comparison to national and international standards. |
| **Objective #8:** | School campuses will maintain a safe and disciplined environment conducive to student learning. |
| **Objective #9:** | Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. |
| **Objective #10:** | Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. |
| **Objective #11:** | The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students. |

**TEA Strategic Plan**

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

**TEA Commissioner's Strategic Priorities:**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Recruit, support, retain teachers & principals | Build a foundation of reading and math | Connect high school to career and college | Improve low-performing schools |

**Enablers**

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

## Goals and Strategies

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| **Goal 1** | 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 |

**Performance Objective 1.1:**
The campus will increase meaningful parent engagement by increasing participation in campus decision-making committees, advisory groups, family engagement activities, and school events.

**Evaluation Data Source(s):**
Measurement: Documentation will indicate that parents and community were encouraged to become partners in the improvement of the campus.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Conduct conference opportunities for parents and teachers | 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. | Principal, Journalism Tchr, Other staff | August - June | | News-Published | |
| Distribute Parent and Student Portal to parents and students | Principal, Counselor, APs, Secretary/Registrar | Parent and Student Portal | | Parent and Student Portal Metrics | |
| Send progress reports through Parent Portal. Parents of Special Ed. Students & At-risk students as needed. | Teachers, Principal, APs, Counselor, Registrar. Faculty | September - June | | Progress reports issued each three weeks, Parent Conferences | |
| Advertise school activities on marquee, local media, district website and social media | 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. | Principal, Sponsors, Band Dir., Ath. Director, Club Sponsors, | August - June | | Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | APs, Lib. Dir. | | | | |
| Encourage community participation in activities such as music concerts, athletic banquets, and theater productions. | 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 | Principal, APs, Sponsors, Student Council, Art Instructor | August - June | | Newspaper, Red Ribbon Distribution, Display of student art | |
| STAAR EOC Recognition | Principal, APs, Counselor, Staff, Maint. Personnel | June | | Awards Distribution Master list on file | |
| Encourage parent participation at meet the teacher night | Principal, APs, counselor | August - October | | Sign-in sheets from parent night | |
| Senior Boy and Girl Student of the Month | Principal, Teachers | Monthly (nominations) | | Academic performance, Citizenship, Involvement in Student Activities, Attendance | |
| Improve campus website, www.devineisd.org – NEW DHS (Wix) site | 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 | 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 | Principal, AP's, Athletic Directors, Other staff | August - June | | Social Media, Physical Calendar, Notification on progress reports and Report cards | |
| Ensure the district communicates state and federal promotion and graduation requirements | 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 | Principal, Assistant Principals, Counselor | August - June | | Conference minutes, Parent night sign-in sheets | |
| Provide and communicate district and | Technology | August - June | | Participation numbers, | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| campus-based programs and organizations through registration/enrollment, School Messenger, district/campus websites and Social Media accounts | Director, Principal, Club Sponsors, Athletic Directors, Assistant Principals | | | Followers, Response numbers | |
| Develop and distribute a parent satisfaction survey for parental input on an annual basis | Principal | Spring | | Completed surveys | |
| Keep an active Facebook account | Technology Director, Designated Account Administrator | August – June | | Number of friends or followers | |

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| **Goal 1** | 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 |

**Performance Objective 1.2:**
The campus will increase family capacity to support student learning by expanding access to instructional resources, family education opportunities, and two-way communication, resulting in increased parent participation in activities that reinforce student achievement.

**Evaluation Data Source(s):**

- Number and percentage of parents/community members serving on district and campus committees
- Participation rates at family engagement events
- Parent survey results regarding opportunities for involvement
- Number of active community partnerships
- Volunteer participation

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Provide timely communication to parents using the district's platform for communication, School Messenger, Remind and social media. Ensure parents are providing their primary email for school messenger. | campus administratiors | June 2027 | | Increase engagement in school messenger and social media | |
| Send a Weekly Newsletter | Principal | June 2027 | | Increase engagement in school events, messenger, and social media | |

| Goal 2 | |
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**Performance Objective 2.1:**
Increase the percent of students performing at Meets or higher in all tested subjects: Math from 52% to 54%, Eng. I from 56% to 58%, Eng. II from 61% to 63%, Science from 76% to 80%, and Social Studies from 74% to 80%.

**Evaluation Data Source(s):**
Evaluation Data Source(s):
STAAR performance
Local assessment data
STAAR Progress Measures
College, Career, and Military Readiness (CCMR) indicators
SAT/ACT participation and performance

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| | | | | | |
| Establish a campus -wide data culture that uses multiple measures (local assessments, STAAR, Progress Measures, CCMR indicators) to monitor student achievement, identify trends, and guide continuous improvement. | Campus Administrators, Instructional Specialists, teachers | August - June | | Monthly data reviews, annual accountability results | |
| Strengthen district curriculum management by ensuring a guaranteed and viable curriculum aligned to the TEKS | | August - June | | Ongoing Common assessment results, walkthrough data, student | |
| Strengthen instructional practices throughout the campus through data analysis, common formative assessments, intervention planning, and instructional adjustments. | Campus Administrators, Instructional Specialists, teachers | August – June | | Observation and Feedback | |
| | | | | walkthroughs | |
| | Teachers | | | | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | Teachers | | | scores | |

| Goal 2 | |
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**Performance Objective 2.2:**
Increase the percent of students showing growth on the Math and RLA STAAR test: Math from 83% to 90% and RLA from 67% to 80%.

**Evaluation Data Source(s):**
Measurement: Growth performance on STAAR EOC

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Support consistent implementation of adopted curriculum in RLA and Math through professional learning, implementation expectations, coaching, and monitoring. | Campus Administrators Instructional Specialists | August - June | **Description** EDUPHORIA | Walkthrough data; implementation rubrics; coaching documentation; student assessment data | |
| Develop campus processes to regularly identify students who are on track, below expected growth, or significantly below expected growth and adjust supports accordingly. | Principal, AP's, Counselor, Teachers in four core areas | August - June | **Description** Test data from EDUPHORIA | EOC results, Student Academic Achievement Records | |
| Establish campus expectations for timely intervention and acceleration in RLA and Math based on multiple data sources, with particular attention to students who did not demonstrate growth the previous year. | Campus Administrators | August - June | | HB1416 Rosters, Progress Monitoring Data | |
| Implement campus common formative and curriculum-based assessments aligned to the taught curriculum and use results to determine mastery, instructional gaps, and needed adjustments. | Campus Administrators Instructional Specialists | | | CBA results, data meeting agendas, comparison of local assessments to STAAR | |

| Goal 2 | |
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**Performance Objective 2.3:**
Increase College, Career, and Military Readiness (CCMR) performance indicators through expanded CTE program opportunities, student completers, and industry-based certifications (IBCs). 88% of the Class of 2027 will meet CCMR indicator

**Evaluation Data Source(s):**
Graduation rate
Dropout rate
TSIA2
SAT/ACT
Industry Based Certifications and course completion
Dual Credit and OnRamps completion
Military Enlistment

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| | | | | | |
| Provide individualized graduation planning, credit recovery, dropout prevention, and transition support for at-risk students. | HS Administrator<br>HS Counselor<br>CTE Coordinator | | | Individual Graduation Plans, CCMR Tracker | |
| Expand campus systems that increase student engagement CTSO's | HS Administrator<br>HS Counselor<br>CTE Coordinator | | | Increased Membership in FFA, FCCLA | |
| Ensure equitable access to advanced academic programming by reviewing participation data annually and removing barriers to enrollment in dual credit, advanced coursework, CTE pathways, industry certifications, | HS Administrator<br>HS Counselor<br>CTE Coordinator | | | Course Catalog, DC MOUs | |
| Campus monitoring of student achievement of CCMR component | HS Administrator<br>HS Counselor<br>CTE Coordinator | | | CCMR indicators, dual credit enrollment, industry certifications, SAT/ACT participation, military enlistments | |

| Goal 2 | |
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**Performance Objective 2.4:**
Increase the four-year graduation rate to at least 98% while maintaining an annual dropout rate of 0.3% or less

**Evaluation Data Source(s):**
Measurement: Federal Graduation rate

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| | | | | | |
| Reward individuals with perfect attendance in all class periods, 6-week intervals | Principal, APs, Attendance Clerk | August - June | **Description** Prizes for drawing, Out of uniform days | Student attendance reports | |
| Contact parents about excessive absences, use Gmail and phone to notify parents of student absences | Asst. Principals, Counselors. Teachers Attendance Clerk, SRO, Truancy Staff | August - June | **Description** Email, telephone, Truancy Staff | Attendance Records | |
| Continue Semester Examination Exemption Program to improve attendance and grades | Principal, Asst. Principal, Department Chairs, Attendance Clerk, Academy Staff | 3rd and 6th six weeks | **Description** Staff, office records | Attendance Records | |

| Goal 3 | |
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**Performance Objective 3.1:**
The campus will ensure 100% of curriculum documents, instructional resources, and common formative assessments are aligned to the TEKS and district expectations, resulting in a guaranteed and viable curriculum that is consistently implemented across all grade levels and content areas.

**Evaluation Data Source(s):**

- Common formative assessment implementation
- Campus implementation monitoring
- Curriculum Management Plan monitoring

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Fully implement the District Curriculum Management Plan by establishing consistent expectations for curriculum development, instructional resources, assessment practices, instructional planning, and monitoring | Campus Administrators | On - going | | Curriculum Management Plan monitoring, annual implementation review | |
| Ensure pacing guides and common formative assessments are aligned with the Texas Essential Knowledge and Skills (TEKS) and district instructional expectations. | Instructional Specialists | August - June | | Pacing guides and data from common formative assessments | |
| Implement campus data meetings that utilize common formative assessment data to monitor student learning, calibrate instructional practices, and ensure consistent curriculum implementation across campuses. | Campus Principals, Instructional Specialists | August - June | | data meeting agendas/calendar common formative assessment implementation, campus monitoring | |
| Utilize campus instructional leadership teams to conduct routine curriculum implementation monitoring through classroom observations, lesson plan reviews, data evidence, and instructional feedback to ensure fidelity to campus expectations. | HS Administration | August - June | | data meeting agendas / department chair meeting agendas | |

| Goal 3 | |
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**Performance Objective 3.2:**
The campus will add two Distinction Designations with the 2027 Accountability rating and an additional two Distinction Designation with the 2028 Accountability rating.

**Evaluation Data Source(s):**
Measurement: Top 25 Percent Comparative Academic Growth and Top 25 Percent Comparative Closing the Gap.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| | | | | | |
| Send teachers to Advanced Placement in-services as appropriate | Principal, Department Chairs, AP's, Asst. Supt. of C&I | August - June | **Description** Region 20, College Boards, Substitutes, TEA, Region XIII, Lead4ward | 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. | Principal, Department Chairs, AP-G/T Coordinator, Counselor, AP's | August - June | **Description** Course booklets & standards chart | Test results and Sign-up sheets | |
| Encourage students to take AP/Honors Science and mathematics courses that have advanced course weight. | Principal, Mathematics and Science Dept. Chairs, Counselor, AP's | August - June | **Description** Curriculum Materials, printed materials, Board Policy, CLEP for Bio/Chem | Budget, Student schedules | |

| Goal 3 | |
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| **Performance Objective 3.3:** | |
| **Evaluation Data Source(s):** | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
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| Goal 4 | The campus will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement |
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**Performance Objective 4.1:**
The campus will recruit, hire, and retain highly qualified and effective personnel by maintaining competitive staffing levels, increasing employee retention, strengthening employee engagement, and fostering a positive organizational culture.

**Evaluation Data Source(s):**

- Teacher retention rate
- Professional staff retention rate
- Vacancy rate
- Time-to-fill critical positions
- Employee climate/culture survey results
- Employee engagement/satisfaction data
- New teacher retention

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Foster a positive campus culture by implementing campus-wide employee recognition programs, wellness initiatives, staff appreciation activities, and opportunities for employee voice in campus decision-making. | HS Administration | August - June | **Description** Region 20 | Climate and culture survey results, employee engagement data, retention rates | |
| Strengthen employee onboarding by providing comprehensive orientation, campus expectations, campus resources, peer mentor teachers, and ongoing support for all newly hired employees throughout their first year of employment. | HS Administration Instructional Specialist Department Chairs | August - June | **Description** Region 20 | New employee survey results, first-year retention rates | |
| Utilize employee feedback, exit interviews, climate surveys, and retention data to identify trends and implement continuous improvement strategies that strengthen employee satisfaction and organizational effectiveness. | HS Administration | August - June | **Description** Course offerings, Texts, Staffing | Climate survey results, exit interview summaries, retention trends | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | **Description** Time | | |

| Goal 4 | The campus will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement |
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**Performance Objective 4.2:**
By the end of the 2026–2027 school year, Devine High School will increase the number of teachers earning or holding a Teacher Incentive Allotment (TIA) designation by 5 to 10 through targeted professional development, individualized coaching, and ongoing support focused on effective instruction, T-TESS performance, and measurable student growth, consistent with the district's approved designation process and timeline.

**Evaluation Data Source(s):**
TTESS
Student Growth
TIA designation records

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Provide targeted professional development. Provide training aligned to T-TESS dimensions, emphasizing student engagement, questioning, differentiation, assessment, and student ownership of learning. | Principal, assistant principal, district TIA coordinator, and IS | May 2027 | | TTESS and TIA Student Growth Matrix | |
| Implement individualized coaching. Use walkthrough and observation evidence to identify teacher strengths and growth areas, provide timely feedback, and establish actionable next steps. | Principal, assistant principal, district TIA coordinator, and IS | May 2027 | | TTESS and TIA Student Growth Matrix | |
| Clarify designation expectations. Communicate the district's TIA eligibility requirements, observation criteria, student growth measures, and timelines so teachers understand the designation process and available support. | Principal, assistant principal, district TIA coordinator, and IS | May 2027 | | TTESS and TIA Student Growth Matrix | |
| Monitor progress and adjust support. Review instructional performance and student growth data each grading period to identify progress, address needs, and adjust coaching and professional development. | Principal, assistant principal, district TIA coordinator, and IS | May 2027 | | TTESS and TIA Student Growth Matrix | |

| Goal 5 | The campus will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success. |
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**Performance Objective 5.1:**
The campus will maintain safe, secure, and equitable learning environments on every campus by implementing comprehensive safety procedures, continuously evaluating emergency preparedness, promoting positive student behavior, and ensuring all students feel safe, valued, and supported. The campus will earn 100% pass rate on the intruder detection audit.

**Evaluation Data Source(s):**

- Completion of required safety audits and emergency drills
- Compliance with district and campus safety plans
- Reduction in discipline incidents
- Student, staff, and family climate survey results related to safety and belonging
- Threat assessment and safety compliance data

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Maintain and annually update the campus Emergency Operations Plan (EOP) to ensure compliance with state requirements and best practices for school safety, emergency preparedness, and crisis response. | HS Administration | August - June | **Description** Cameras,police reports,computer, VIMonitorPlus, Visitors' Passes | Safety audits, EOP review, compliance reports | |
| Conduct regular safety assessments, emergency drills, threat assessments, and security reviews to continuously evaluate campus safety procedures and identify areas for improvement. | HS Administration | August - June | **Description** Local | Drill documentation, safety audit reports, threat assessment data, door logs | |
| Strengthen campus-wide crisis prevention, response, and recovery systems by providing annual training for staff in emergency procedures, standard response protocols, behavioral threat assessment, trauma-informed practices, and crisis response protocols. | HS Administration District Safety Coordinator | August-June | **Description** Local funds | Training participation, safety compliance documentation | |
| Utilize campus safety and discipline data | HS Administration | August-June | | Discipline reports, | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| to monitor trends, identify areas of need, and allocate resources that strengthen campus safety, behavioral supports, and equitable learning environments. | | | | safety data dashboards, | |
| Strengthen partnerships with local law enforcement, emergency management agencies, mental health providers, and community organizations to enhance district safety planning, emergency preparedness, and coordinated student support services. | HS Administration<br>District Safety Coordinator | August-June | | Partnership activities, safety planning documentation | |
| | | | **Description** Posters, student work, teacher display cases, easels | | |