2026-27 Campus Improvement Plan



School Name	Devine Middle School
Address	400 Cardinal Dr.
Website	https://www.devineisd.org/schools/dms/index

Date Presented to School Board

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Campus Site-Based Committee

Name	Position
Kandi Darnell ,	Principal
Jessica Alexander	Assistant Principal
Tracie Anderson,	Counselor
Patricia Garcia	teacher
Amber Wilson	teacher
Christian Guerra	National Junior Honor Society:;ELAR dept. head
Jenifer Bollman	Science Dept. head
Kathy Steffens	parent
	business owner

Mission Statement

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

Vision

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

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

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

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)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only**

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: $

State or Local Programs	Total Expenditures
General Fund	$80,258.00
Local Funds	$1,648.00

Subtotal of state or local funds included for this school: $81,906.00

Total of federal, state, and/or local funds for this school: $81,906.00

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Devine Middle School engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 21, 2026, at Devine Middle School to review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in fall 2026 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year. Once approved by the Board of Trustees, the Campus Improvement Plan will be linked to the campus website. A hard copy is available at the campus office.

Demographics

Overall Summary

The Devine Middle School Campus Improvement Plan (CIP) addresses key demographic realities and critical areas of need to foster student success. Serving a diverse student population of approximately 430 to 465 students—composed of roughly 64% to 66% Hispanic and 31% to 32% White individuals, with over 53% of the student body classified as economically disadvantaged and approximately 5% designated as English Language Learners—the campus must tailor its resources to comprehensively support all learners. To elevate academic rigor, a primary focus of this plan is to increase the number of students achieving the Meets and Masters grade-level standards on the STAAR examination, with targeted instructional interventions in writing, math, science, and history.

To drive these academic gains, the campus requires structural changes in data utilization, scheduling, and staffing. Cultivating a seamless transition from the intermediate level demands more timely and complete access to incoming student performance data, allowing educators to design targeted learning pathways before the school year begins. Teachers will be supported through structured, six-week core content disaggregation, alignment, and planning meetings to analyze assessments and synchronize curriculum pacing. Furthermore, the campus will implement a more rigorous schedule to monitor student intervention programs more frequently, ensuring that instructional support adjusts dynamically to student deficits. Recognizing that individual attention accelerates growth, the campus also identifies a critical need for smaller class sizes to maximize teacher-student engagement.

Finally, Devine Middle School recognizes the need for robust partnerships with families and the community. The campus will actively implement initiatives designed to achieve increased parent involvement, bridging the gap between home and school accountability. Because a significant portion of the community identifies as Hispanic, the campus has an immediate need to hire and retain more Spanish-speaking staff members to assist with communication. Enhancing campus-wide bilingual outreach will ensure all families can fully participate in their child's education, creating a truly collaborative and supportive learning environment.

Summary of Strengths
What were the identified strengths?

Summary of Needs
What were the identified needs?

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Student Achievement

Overall Summary

Based on a comprehensive review of campus data sources—including the 2026 TEA School Report Card, STAAR test results, AEIS data tables, TELPAS results, special populations and RTI reports, student failure and recognition lists, Study Island data, PBMAS, Eduphoria reports, TxEIS demographic and attendance records, and the TAPR report—Devine Middle School demonstrates a strong foundation in collaborative structures, student support, vertical alignment, and high attendance rates. Key campus strengths include established Professional Learning Communities (PLCs) for core content planning, robust online parent communication channels, inclusion support with dedicated case managers, ESL resources via Summit K-12, expanded high school credit electives, and diverse student recognition programs.

At the same time, the data and staff perceptions highlight notable challenges, including instructional variability across classrooms, heavy reliance on intervention systems to address core learning gaps, and the need to increase student achievement to reach meets and masters standards on STAAR assessments in writing, math, science, and history. Additional operational needs include improving timely data transitions from the intermediate school, expanding Spanish-language communication, and strengthening monitoring and feedback systems. To address these findings, campus priorities focus on refining PLC instructional rigor, enhancing core classroom differentiation and academic growth, increasing parent and community involvement, and establishing consistent administrative monitoring to drive sustained academic progress.

Summary of Strengths
What were the identified strengths?

-The campus exhibits numerous strengths across student support, communication, and instructional structures, including dedicated scheduled intervention time, robust online communication channels with parents (such as Gradebook, Remind, and School Messenger), and diverse student recognition programs. Academically, the school benefits from systematic PLC core content alignment meetings, comprehensive assessment data access via Aware for at-risk and special populations, and inclusion support with dedicated case managers and paraprofessionals. Additionally, students have access to expanded high school credit electives (like Principles of Ag, Algebra 1, French 1, and Art 1) and ESL resources through Summit K-12. Operational strengths are further highlighted by consistent medical updates from the school nurse, routine weekly grade-posting expectations, strong vertical alignment in core subjects, and consistently high student attendance rates.

Summary of Needs
What were the identified needs?

-The campus aims to enhance student achievement by increasing parent involvement, expanding the number of students reaching meets and masters standards on STAAR assessments across writing, math, science, and history, and securing more timely performance data from the intermediate school level. To support these goals, the campus focuses on maintaining smaller class sizes, increasing Spanish-speaking staff to improve community communication, conducting regular six-weeks core content disaggregation and planning meetings through PLCs, and more frequently monitoring intervention programs.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Communication with parents, both online and personally, must continue to imprve so parents arew aware of students' strengths and weaknesses as well as performance expectations. RTI Data must be continually updated and shared with teachers to focus interventions as well as classroom instruction on areas of greatest need with a focus on student groups scoring at or below the state average. More vertical alignment of core subjects with other campuses needs to take place twice per year: end of 1st semester and the end of the year.

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

Processes and Procedures

Overall Summary

The Processes and Procedures data for Devine Middle School reflects a campus that has many foundational systems in place and demonstrates a strong commitment to collaboration, student support, and continuous improvement. Across the campus, there is evidence that leaders and teachers value data-driven decision making, collaborative planning, intervention systems, and aligned curriculum practices. PLC structures, common assessments, intervention supports, extracurricular opportunities, and communication systems all indicate that the campus has established the foundational components necessary for an effective school improvement system.

At the same time, the data consistently points to implementation variability as the primary challenge impacting overall effectiveness. Many of the systems exist structurally, but the impact of those systems depends heavily on the consistency of execution across teachers, teams, grade levels, and departments. The campus appears to be in a transition stage between establishing systems and ensuring those systems function with high levels of coherence, fidelity, and accountability.

The data suggests that campus staff understand the district's expectations regarding curriculum alignment, collaborative planning, intervention systems, and data use. However, staff perceptions and operational data indicate that clearer expectations, stronger monitoring systems, and more consistent implementation practices are needed to move from isolated pockets of success to campuswide instructional coherence.

Processes and procedures currently appear strongest in the following areas:

Establishment of PLC structures and collaborative planning systems

Use of data conversations and common assessments

Operational intervention and MTSS systems

Recognition of curriculum alignment and HQIM priorities

Availability of extracurricular opportunities for students

Staff willingness to collaborate and improve practices

The greatest procedural and operational challenges appear in the following areas:

Consistency of Tier I instructional implementation

PLC effectiveness and facilitation quality

Monitoring and follow-through systems

Clarity and calibration of instructional expectations

Communication coherence and implementation consistency

Capacity for coaching and job-embedded professional learning

Overall, the data reflects a campus with strong intentions, developing systems, and committed staff, but one that still requires stronger implementation structures and clearer accountability processes to ensure equitable student experiences across classrooms.

Summary of Strengths

What were the identified strengths?

The campus demonstrates several notable strengths across professional learning, staff climate, data-driven practices, curriculum management, and extracurricular engagement. Established Professional Learning Communities (PLCs) function as regular, collaborative structures focused on data analysis, TEKS alignment, common assessments, intervention planning, and student growth monitoring. Additionally, climate survey data reflects positive staff sentiment regarding collaboration opportunities, professional growth support, and useful instructional feedback from administrators. The campus also shows a strong commitment to using assessment data to guide instructional decisions, supported by structured progress monitoring and curriculum alignment with district priorities such as HQIM implementation and instructional consistency. Finally, robust extracurricular systems provide students with valuable opportunities for connection, leadership, and school involvement.

Summary of Needs
What were the identified needs?

The campus identifies several areas of concern that require ongoing attention and strategic intervention to support overall student and school performance. While accountability ratings show improvement, academic growth and specific performance gaps—particularly in areas impacting school progress—remain key priorities for targeted support and intervention planning. Additionally, operational and procedural reviews highlight challenges around student behavior management during less structured times, consistent enforcement of campus expectations, and maintaining adequate monitoring and safe equipment availability during recess. Furthermore, survey feedback and community communication indicate the need for continued focus on stakeholder engagement, aligning professional expectations across all groups, and refining communication channels regarding student behavior and campus policies.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Based on the campus information and performance data for Devine Middle School, the key priorities for the campus include:
Strengthening Academic Growth & Math/Grammar Performance: Focusing on targeted interventions—such as math fluency and grammar support—to address academic growth areas and improve student progress following recent accountability scores.
1 Enhancing Special Education Support & Inclusion: Expanding content mastery opportunities, inclusion support, and appropriate accommodations for special populations and mainstreamed students.
2 Improving Parent and Community Engagement: Increasing outreach and communication with families—particularly regarding student performance expectations and academic support for at-risk populations.
3 Refining PLC Data Analysis & Interventions: Continuing to utilize recurring Professional Learning Communities (PLCs) to review assessment data, monitor student growth, and drive timely instructional responses.

Perceptions

Overall Summary

Perceptions of campus operations and instructional climate reveal significant variability in implementation across classrooms, including inconsistent instructional practices, lesson planning quality, pacing, curriculum resource usage, and PLC effectiveness. While Professional Learning Communities are established, they often lack high instructional impact, frequently focusing on housekeeping rather than deep data analysis, collaboration, and instructional rigor. Additionally, heavy reliance on intervention systems points to foundational weaknesses in core instruction, such as the need for better differentiation, scaffolding, and student engagement strategies. Staff feedback highlights gaps in monitoring systems, feedback follow-through, coaching cycles, and clear communication of district expectations and instructional priorities. Underlying these challenges are root causes such as a lack of clearly operationalized expectations, inconsistent curriculum internalization, variable instructional capacity, and limited calibration across teams and departm

Summary of Strengths
What were the identified strengths?

The campus demonstrates a strong foundation in collaborative structures, data utilization, and curriculum alignment. Established Professional Learning Communities (PLCs) operate as recurring teams focused on data analysis, TEKS alignment, and student growth monitoring. Staff climate survey results indicate positive perceptions regarding collaboration opportunities, professional growth support, and administrative feedback. Additionally, the campus exhibits a strong commitment to data-driven decision-making, adherence to district curriculum priorities (such as HQIM and vertical alignment), and robust extracurricular systems that foster student connection and leadership.

Summary of Needs
What were the identified needs?

Key challenges center on significant variability in instructional implementation, core classroom rigor, and monitoring systems. While PLCs exist, they often lack deep instructional impact and can become housekeeping-focused. Heavy reliance on intervention systems points to foundational gaps in core instruction, requiring stronger differentiation, scaffolding, and student engagement strategies. Furthermore, perceptions highlight inconsistencies in curriculum internalization, coaching cycles, feedback follow-through, and administrative messaging, stemming from a lack of clearly operationalized expectations and calibration across teams.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Campus priorities focus on addressing instructional variability and elevating student performance. Key areas include strengthening academic growth and core instruction through targeted interventions (such as math and grammar support), enhancing special education and inclusion resources, refining PLC data analysis to drive instructional rigor, improving parent and community communication, and establishing consistent monitoring and feedback systems across all classrooms.

Additional Information

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., who 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.

Goals and Strategies

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 and community engagement by increasing participation in campus decision-making committees, family engagement activities, and school events.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Notify parents of At- risk students who are in danger of failing about before/after school tutoring through emails, or phone calls	Principal; Asst. Principal; Counselor	October – June	**Source** General Fund **Budget Reference** None Specified **Description** Facilities Printing/Mailing, Remind, emails, calls	Call logs and letters sent home; emails, texts, and Remind	May Accomplished
Provide opportunities for parents to meet, talk, and/or conference with teachers during Meet the Teacher Night, Open House, and during teachers' conferences.	All Staff	Beginning of School; Public School Week	**Source** General Fund **Budget Reference** None Specified **Description** Facilities computers	Sign-in Sheets, recording of online meeting, video of school tour and recording of teacher introduction	May Accomplished
Provide opportunities for parents to attend school activities to participate in the learning environment	Principal; Asst. Principal; Teachers, principal's secretary	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Criminal history checks	sign –in sheets	May Accomplished
Post announcements and important information on marquee, Devine News, and school social media accounts, Remind, campus website, and School Messenger (email and phone)	Principal; Assistant Principal; Office Personnel, other staff	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Digital camera, other publishing needs; Maintenance costs	Sign, emails social media feed, Remind archived text	May Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Send grade information to parents in a timely manner (on report cards and progress reports every three weeks for grades) All progress reports and report cards are available to parents through the Parent Portal. Progress report and report card days are posted on marquee and on Facebook.	Principal; Office Personnel; PEIMS Sec	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Paper, printing, & mailing expenses; parent/student portal	Progress reports Report cards,	May Accomplished
Send parents STAAR testing results/reports in a timely manner as well the FitnessGram report via parent portal	Principal; Counselor; office staff	After testing	**Source** General Fund **Budget Reference** None Specified **Description** Publishing & mailing expenses	STAAR Benchmark, STAAR tests, and FitnessGram report	May Accomplished
Develop and maintain a campus web page with relevant and current campus information	Campus designee	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Information from various sources	Web page	May Accomplished
Communicate and encourage parent participation in district and campus – based committees and volunteer programs: School Health Advisory Committee, DEIC, SBDM	Principal; Central office staff	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Volunteer forms	Attendance sheets, volunteer lists and forms	May Accomplished
Conduct parent-satisfaction surv	Dir. of Spec. Programs; Principal; Principal Sec	April	**Source** General Fund **Budget Reference** None Specified **Description** Online survey	Returned surveys; Survey report	May Accomplished
Provide students and their parents with information and encourage their involvement in local, national, world-wide events in which they may participate in charitable ways. For example: Filly/Colt Toy Drive, Food Drive	Staff as needed according to event; Colt/ Filly coaches	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Materials to publicize events; operating expenses	Posters, etc.; Sign-in sheets, Students' community service hour logs, pictures, and video v- Accomplished	May Accomplished
New electronic marquee to reflect	campus	August-May	**Source** General Fund	marquee information	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
current student and campus information	administration and principal's secretary		**Budget Reference** None Specified **Description** marquee software, activity calendar,time for updates		
Provide parents a campus events calendar with progress reports and report cards each grading period which lists student activities, SBDM meetings, Board meetings, and school-sponsored extracurricular activities	principal, office staff	August-May	**Source** General Fund **Budget Reference** None Specified **Description** campus activity calendar; paper and printing supplies; website	copies of report cards, newsletter, social media, internet	
Provide orientation for 5th graders about transition to 6th grade in the spring or summer before BOY when they tour MS campus	principal, counselor (ms and inter.)	April	**Source** General Fund **Budget Reference** Fund 199: Fund 199: **Description** publishing cost of materials, facilities for meeting, time to schedule	student information, choice slips, sign -in sheets	
Promote parent attendance and involvement in Public Schools Week by: • Inviting parents to visit their students' classes • Displaying student work for parents	campus administration, teachers		**Source** General Fund **Budget Reference** None Specified **Description** individualized classroom activities;marquee; social media	sign-in sheets	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.1:
Increase the percent of students performing at Meets or higher in all tested subjects: Math from 39% to 42%, RLA from 46% to 49%, Science from 55% to 58%, and Social Studies from 33% to 36%.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Administer campus-wide assessment tests for all students in their STAAR tested areas	Principal; Counselor	Unit tests from each 6 wk period	**Source** General Fund **Budget Reference** None Specified **Description** Released /STAAR tests, when available; & answer documents	Unit test grades, Progress Reports and Report Cards	May	Accomplished
Identify targeted performance standards on benchmark & Unit tests and use benchmark & Unit testing results to form tutorial groups which focus on weakest performance objectives	Principal; Counselor, Content Dept. Heads	Fall/Spring	**Source** General Fund **Budget Reference** None Specified **Description** DEIC District Improvement Plan, STAAR test results; Bench-mark test results; Eduphoria data; identifying targets, CBA test results; Time to assess data and plan; Study Island, Moby Max	Minutes of Content Dept. meetings, PRIDE class lists; Tutorial group list; Tutorial Attendance logs; Tier	May	Continue/Modify
Allocate equitable amounts of campus budget for supplies and materials to departments according to numbers served and departmental need	Principal; Content Dept. Heads	September – May	**Amount** 15850 **Source** General Fund **Budget Reference** None Specified **Description** Budget for Materials and Supplies	Purchase orders	May	Accomplished
Provide teachers w/ direction and instructional materials for administering a daily warm-up activity in a STAAR-tested area and for including STAAR	Content Dept. Heads	August – June	**Source** General Fund **Budget Reference** None Specified	Lesson plans, unit tests and test files	May	Continue/Modify

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
formatted questions on all tests.			**Description** Budget for Materials and Supplies; Time for planning and faculty meetings to give teachers direction		
Provide daily STAAR practice in areas of identified weakness in PRIDE classes for Tiered students as part of RTI.Teachers will use IXL for intervention and for extra practice in class.	Content Dept. Heads	August – June	**Amount** 21,211 **Source** General Fund **Budget Reference** None Specified **Description** Budget for Materials and Supplies	Tier teacher documentation	May Continue/Modify
Meet Federal standard for curriculum alignment and assessment through TEKS & ELPS Alignment of Campus Curriculum(TEKS Resources)	principal, Content Dept. Heads	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Local Title III	Lesson plans, YAG, pretest and post test, TEKS Resources	May Accomplished
Reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings with the use of classroom teachers, interventions, and instructional aides.	Principal; Content Dept. Heads; Teachers	August – June	**Source** State Funds **Budget Reference** None Specified **Description** Local, SCE Title I-Part C (migrant) Title III-Part A	STAAR Results; TELPAS Results	May Continue/Modify
Provide intensive, sustained professional development to address the needs of student expectations, use differentiated instruction and instructional strategies for student engagement.	Assistant Sup. of C&I; Director of Sp Ed.; Director of Special Prog; Campus; Administrators; ESC 20 Sp Ed Facilitators, Content Dept. Heads	August -June	**Source** General Fund **Budget Reference** None Specified **Description** Local; Title II-Part A SCE IDEA B	STAAR results TELPAS results PBMAS indicators	May Accomplished
Target the student expectations/objectives for at-risk students and implement STAAR	Assistant Sup. of C&I; Director of Sp Ed.;	August -June	**Source** General Fund **Budget** None Specified	STAAR results TELPAS results PBMAS indicators	May Continue/Modify

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
acceleration strategies to ensure that students, who experience difficulty mastering levels of academic achievement standards be provided effective and timely assistance.	Director of Special Prog.; Campus Administrators; ESC 20 Sp Ed Facilitators; Content Dept. Heads		**Reference** **Description** Local; SCE			
Verify TEKS are aligned properly and are being covered at the appropriate grade levels, 6th-7th-8th	Asst. Supt.; Principal; Asst. Principal; Content Dept. Heads Curriculum specialist	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Time for verification	Lesson plans; YAG	May	Continue/Modify
Instruct students in personal finance education and “real-world” math applications in all math classes and in Middle School Matters and Bluebonnet math and in Leadership.	Math Dept. Chair-; Math teachers	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Textbooks and ancillary materials	Lesson plans	May	Accomplished
Provide students with 15/30 hours of tutorials to meet HB requirements. The time is provided during Pride. Some students are using Get More Math, IXL or Science.	HB Coordinator; core subject teachers	August – June	**Amount** 21,211 **Source** General Fund **Budget Reference** None Specified **Description** STAR test software; other resources available; budget; local	STAR test reports; progress reports	May	Accomplished
Require regular written responses in a variety of ways across the curriculum (journals, warm-up activities, and open-ended questions on tests)	All classes	August -June	**Source** General Fund **Budget Reference** None Specified **Description** Sample STAAR prompts; journals; class writing assignments	Lesson plans; Grade records	May	Continue/Modify
Utilize software such as Scientific Minds, CommonLit, Flocabulary, and Nearpod, etc… in classroom and tutorial settings to improve student performance on TEKS and STAAR objectives	Dept. Chairs; Curriculum Coordinators; PRIDE teachers; Computer Lab	May - June	**Amount** 21,211 **Source** General Fund **Budget** None Specified	Lesson plans; Computer lab logs	May	Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
	aide		**Reference** **Description** Computer lab; Tutorial teachers; Study Island; Lexia; Moby Max		
Implement lab for dyslexic and ESL students in need of receiving additional instruction and remediation	Principal; Counselor; dyslexia teacher, ESL aide	August –June	**Source** General Fund **Budget Reference** None Specified **Description** SCE.; Lexia & Reading Smart software; Instructional aide to staff the Learning Lab	Master schedule; Purchase orders; Technology work orders; Maintenance work orders	May Accomplished
Provide 30 minutes per week, for targeted students to receive dyslexia support and intervention with a dyslexia specialist	Dir. of Special Programs; Counselor; Dyslexia support teacher	August – June	**Description** SCE.; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software; Time during day; classroom; teaching materials; Lexia	Class rosters; Lesson plans; Report cards; STAAR test results; STAR test results; intervention logs	May Accomplished
Provide accommodated instruction and language tutorials to students who are learning English as a second language (ESL): K-12	Dir. of Special Programs; Counselor; ESL instructional aides	August – June	**Source** General Fund **Budget Reference** None Specified **Description** SCE.; Ancillary textbook materials for ESL and computer software; Instructional aide to staff the Learning Lab; Accelerated Reader STAR test software Title III-A; Title II-A/ESC20-SSA	Class rosters, Lesson plans; Report cards; STAAR test results; STAR test results; Observation Protocol Reports	May Accomplished
Hold a public/parent information meeting for 6th grade parents to give them information about middle school at BOY	Principal; asst. principal;Counselor	Student-Parent Handbook; Campus Website; report card announcements; principal's letter, teacher contact through, teacher contact	**Source** General Fund **Budget Reference** None Specified **Description** August – June	Student-Parent Handbook; Campus Website; report card announcements; Letters; campus calendar; campus calendar and informational flier, social media, copies of teacher phone log/ email	May Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Make an effort to maintain and/or increase the number of special education students in mainstream classes.	Principal; Sp Ed Dir.; Counselor; Sp Ed Diagnostician; Sp Ed Teachers	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Staff; planning time	Master schedule; class rosters	May	Continue/Modify
Class size reduction in ELA and math	Counselor; principal; math and ELAR teachers	August-June	**Source** General Fund **Budget Reference** None Specified **Description** scheduling	Class rosters; master schedule	May	Continue/Modify
Utilize the Fundamental Five process to improve campus-wide instruction to ensure students meet their full educational potential.	Teacher, instructional specialist, principal and asst. principal	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** Title II, ESSER funds	Walk-throughs, observations, class rosters, and master schedule	May	Accomplished

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.2:
Increase the percent of students showing growth to 80% on the Math and RLA STAAR.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Conduct scheduled campus performance reviews to determine whether instructional strategies, interventions, and professional learning are producing expected student growth and reallocate support when needed.	leadership, instructional specialist	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** Eduphoria data, walkthroughs	disaggregated growth reports, STAAR progress, MAP results	
Develop processes for campus to regularly identify students who are on track, below expected growth, or significantly below expected growth and adjust supports accordingly.	administrators, instructional specialists, and counselor	Sept.-May	**Source** General Fund **Budget Reference** None Specified **Description** growth data	trackers; progress-monitoring data, Intervention Rosters, progress monitoring data	
Implement common formative and curriculum-based assessments aligned to the taught curriculum and use results to determine mastery, instructional gaps, and needed adjustments.	administration, instructional, teachers	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** Eduphoria data	agendas, comparison of local assessments to STAAR and MAP Predicted Performance	
Support consistent implementation of district-adopted HQIM in RLA and Math through professional learning, implementation expectations, coaching, and monitoring.	administration	Aug.-May	**Description** walkthrough data	Walkthrough data; coaching documentation; student assessment data	

Goal 2	All students will be encouraged to meet their full educational potential.

Performance Objective 2.3:
By the end of the 2026–2027 school year, the percentage of White students meeting the state accountability target will increase in each identified area of need: Math Achievement, Math Growth, and Student Success across all STAAR-tested subjects, as measured by 2027 STAAR and accountability data. Math Achievement will increase from 49% to 52%, Math Growth from 68% to 80%, and Student Success component score from 53 to 56. (LIP)

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Leverage the LIFT grant to build teacher capacity through HQIM implementation, instructional coaching, and collaborative PLCs focused on continuous instructional improvement monitoring	instructional specialists, administration	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** C sign-in, coaching notes	PLC implementation, coaching cycles, HQIM fidelity, student growth	
Continue implementation of high-quality instructional materials with coaching and instructional support to ensure rigorous, engaging Tier I instruction in every classroom.	instructional specialists, administration	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** walkthrough data	Ongoing Walkthrough evidence, student growth data, local and state	
Monitor implementation of instructional expectations through classroom walkthroughs, coaching, and administrator feedback cycles.	principal, asst. principal, IS	Aug. May	**Source** General Fund **Budget Reference** None Specified **Description** walkthrough data, feedback	Monthly Walkthrough data, instructional feedback documentation	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

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):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Provide instruction to students on manipulation of graphing calculators to meet TEKS objectives	8th grade Math teachers	August – June	**Source** State Funds **Budget Reference** Fund 199: Fund 199: **Description** Instructional budget	Lesson plans, STAAR results	May	Accomplished
Offer sixth and eighth grade students an orientation program to assist students and parents in selecting the appropriate middle and high school classes for their desired middle and career /high school education path.	Principal; HS Counselors	Spring Semester	**Source** General Fund **Budget Reference** Fund 199: Fund 199:	Student information; Choice slips, sign-in sheets	May	Accomplished
Utilize TEKS Resources, LEAD4ward, Bluebonnet math, Lowman for lesson planning,	Principal; asst. principal , instructional specialist	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Asst. Supt; Principal; Tech. Dir.	Lesson plans	May	Accomplished
Utilize student assessment data management system (AWARE) for analyzing STAAR/testing data, developing benchmarks, and building TEKS-aligned assessments.	Asst. Supt.; Principal; Counselor; Content Heads; Tech. Dir	September – June	**Source** General Fund **Budget Reference** None Specified **Description** Local	STAAR Results; TELPAS Results; AWARE Reports	May	Accomplished
Use PLC schedule to provide teachers with planning time and students with skills practice and/or character education	teachers and admin	September-May	**Source** General Fund **Budget Reference** None Specified	instructional specialists	May	Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
			Description TEKS resources, IXL, Bluebonnet materials, and other software		
Develop pacing guides and common formative assessments to ensure full alignment with the Texas Essential Knowledge and Skills (TEKS) and district instructional expectations.	instructional specialists	August-May	**Source** General Fund **Budget Reference** None Specified **Description** TEKS resources, IXL, Bluebonnet materials, and other software	pacing guides data from assessments	
Implement Professional Learning Communities (PLCs) that utilize common formative assessment data to monitor student learning, calibrate instructional practices, and ensure consistent curriculum implementation across campuses.	campus admin, IS	August-May	**Source** General Fund **Budget Reference** None Specified **Description** TEKS resources, IXL, Bluebonnet materials, and other software	Weekly PLC documentation,,common formative assessment, implementation,campus monitoring	
Utilize instructional leadership teams to conduct routine curriculum implementation monitoring through classroom observations, lesson plan reviews, PLC evidence, and instructional feedback to ensure fidelity to district Expectations.	IS, campus admin. dept. heads	September-May	**Source** General Fund **Budget Reference** None Specified **Description** TEKS resources, IXL, Bluebonnet materials, and other software	PLC, Admin meetings, camus monitoring	

Goal 3	The district will provide a guaranteed and viable curriculum that ensures rigorous, engaging instruction aligned to the Texas Essential Knowledge and Skills (TEKS), while meeting the diverse learning needs of every student.

Performance Objective 3.2:
The campus will strengthen instructional effectiveness by implementing collaborative planning, vertical and horizontal curriculum alignment, and data-informed instructional practices through Professional Learning Communities (PLCs) and common formative assessments.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement high-quality instruction and establish consistent expectations for lesson design, student engagement, formative assessment, academic discourse, and rigor for the campus.	Administrators Instructional Specialists dept. heads	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** walkthroughs,lesson plans,instruction	Ongling Walkthrough data, T- TESS instructional	
Promote student-centered instructional practices that increase student participation.	Administration, Instructional Specialists, and teachers	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** walkthroughs	ongoing classroom data	
Utilize data to identify exemplary instructional practices and provide opportunities for teachers to observe, collaborate, and share effective instructional strategies across campuses.	Administration, Instructional Specialists, and teachers	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** walkthrough data, T-TESS	Walkthorugh data, T-TESS	
Scheduled PLC will take place to give teachers an opportunity to internalize lessons with colleagues and develop common assessments.	campus admin., instructional specialist	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** eets	Bluebonnet curriculum, PLC sign -in sheets	

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement.

Performance Objective 4.1:
The campus will increase employee effectiveness through high-quality, job-embedded professional learning, instructional coaching, mentoring, leadership development, and timely evaluation and feedback, resulting in continuous professional growth and improved instructional effectiveness.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide T-TESS training for new teachers and the required one-hour training for returning teachers	principal, vice principal	August, Prior to first day of school	**Source** General Fund **Budget Reference** None Specified **Description** T-TESS Manual	Sign-in sheets	May Accomplished
Provide in-service training on new/updated policies in district	principal, vice principal	Prior to beginning of school	**Source** General Fund **Budget Reference** None Specified **Description** Reproduction costs	Sign-in sheets	May Accomplished
Provide mentors for first and second year teachers using dept. Head.	principal, vice principal	August – June	**Source** General Fund **Budget Reference** None Specified	Confirmation of meetings	May Accomplished
Provide quality staff development to ensure that all teachers and paraprofessionals are highly effective/qualified	principal, vice principal	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Title II, Part A Title IV-Part A	Sign-in Sheets	May Accomplished
Provide time such as during PLC or waiver days where teachers can share within their departments any training they have received	principal, vice principal	August – May	**Source** General Fund **Budget Reference** None Specified **Description** Budget for subs	sign-in sheets	May Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Maintain personnel in order to reduce the achievement gap between low performing students and all students by providing instruction and remediation in small group settings.	principal, vice principal	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Local, SCE Title II-Part A	STAAR Results; TELPAS Results	May Accomplished
		August – July	**Source** General Fund **Budget Reference** None Specified **Description** Region 20 workshop funding	Certificates	May Accomplished
Provide opportunities for first and second-year teachers to improve their skills by observing and being observed and critiqued by experienced teachers	principal, vice principal, dept. head	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Time, subs	Report from both novice and experienced teacher, data base	May Accomplished
Provide access, time and means to ESC Region 20 workshops including funds to travel and arranging substitutes for teachers	principal, vice principal	August – July	**Source** General Fund **Budget Reference** None Specified **Description** Title II, Part A Title IV-Part A	Test Results; Certification Certificates	May Accomplished
					May Accomplished
Provide travel for CAST		August - August	**Source** General Fund **Budget Reference** None Specified **Description** Region 20 Co-op	I D Co-op fees Online registration	May Accomplished
					May Accomplished
Provide teachers with PD for Fundamental Five process	principal, vice principal	Aug.-May	**Source** General Fund **Budget Reference** None Specified	sign-in sheets	May Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Provide teachers time for planning /PL		August- May	**Source** General Fund **Budget Reference** None Specified **Description** Title II- Part A	Certificate of completion	May	Accomplished
		Aug.			May	Accomplished
					May	Discontinue
					May	Accomplished

Goal 4	The district will recruit, develop, support, and retain highly qualified and effective personnel who are committed to continuous improvement and high levels of student achievement.

Performance Objective 4.2:
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):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Offer a competitive salary and benefits package to attract qualified personnel	Central office	August - June	**Source** General Fund **Budget Reference** None Specified **Description** District benefit package	Purchase orders, school calendar	
Provide reimbursement for TEXES test in high needs areas to assist teachers in becoming highly qualified	HR, principal, vice principal	Aug-May	**Source** General Fund **Budget Reference** None Specified **Description** district	teacher certification	
Provide means for paraprofessionals to meet ESSA qualifications through ESC 20 TOP training.	principal, vice principal	Aug. -May	**Source** General Fund **Budget Reference** Fund 199: Aides MS Compensatory	certificates	
Employ personnel that meet the qualification requirements of “Highly Effective Personnel” (as stated in P.L. 107-110 provided such personnel are available)	principal, teacher, vice principal	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** district benefit package	certification	
Provide sped stipends	principal, vice principal	Aug.-May	**Source** General Fund **Budget Reference** None Specified **Description** district benefit package	certification	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide staff recognition through Employee of the Month award as well as the Teacher of the Yer Award.	principal, vice principal	Aug.-May	**Source** General Fund **Description** certificates	social media. newspaper, campus display	
Provide staff with a weekly newlsletter pertaining to campus events.	admin	Sept.-May	**Source** General Fund **Budget Reference** None Specified **Description** weekly digital newsletter	digital newsletter, social media	

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

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 audits.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implementation and enforcement of consistent dress code policy	Principal; Asst. Principal	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Student – Parent Handbook	Conduct Referral; Student Dress Code Violation Log	May Accomplished
Retain use of drug dogs for detection of weapons, drugs, and alcohol.	Asst. Superintendent; Principal; Asst. Principal	August - June	**Source** Local Funds **Budget Reference** None Specified **Description** Local	Reports from City of Devine K-9 Unit	May Accomplished
Update, implement, and practice Campus Crisis Management Plan: fire, bomb, natural disaster, reverse evacuation, and lockdown drills as mandated by the district	Asst. Superintendent; Principal; Asst. Principal; Appointed teachers & staff	Monthly, August – June	**Source** General Fund **Budget Reference** None Specified **Description** Walkie Talkies for key staff members; Printing paper and supplies. Route Maps, procedural card; Emergency Procedure Reference Guide; Time within school day	Meeting attendance rosters; Copy of Crisis Management plan; Record of Crisis Practice drills; Drill Log sheet; EOC Plan	May Accomplished
Verify and enforce student immunizations requirements	Principal; Asst. Principal; nurse	Monthly, August – June	**Source** General Fund **Budget** None Specified	Nurse Log sheet	May Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
			Reference **Description** Local Budget		
Implement a Diabetes Awareness Program and train all staff members to assist diabetic students in the absence of the school nurse	Nurse; Attendance Clerk	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Nurse Trainer; time; substitutes; classroom space	Health Records	May Accomplished
Provide yearly updates as well as initial training in CPR, AED machine, Epi-pen and Glucagon use for all necessary staff (coaches, band directors, UIL, health staff, etc…).	Nurse; Office Staff; Club Sponsors/Coaches	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Nurse Trainer; time; substitutes; classroom space	Health Records	May Continue/Modify
Train all campus administrators, key crisis response team members, and secretaries in NIMS	Nurse	Fall/Spring Semester	**Source** General Fund **Budget Reference** None Specified **Description** ESC 20 Trainer; time; substitutes; classroom space	CPR Card; List of currently trained staff posted in school nurse's office; campus calendar	May Accomplished
Ensure that Moderate to Vigorous Physical Activity (MVPA) is implemented in PE class as recommended in the Physical Education Curriculum Guidelines	Principal; Asst. Principal; P. E. teachers	PE/Health teachers	**Source** General Fund **Budget Reference** None Specified **Description** PE/Health curriculum guides; CATCH	PE/Health teachers	May Continue/Modify
Improve student fitness, Fitnessgram scores, and student wellness and share Fitnessgram results with parents.	PE/health teachers	PE/Health teachers	**Source** General Fund **Budget Reference** None Specified **Description** Fitnessgram	PE/Health teachers;Fitnessgram Score Analysis and Curriculum guides;	May Accomplished
Allocate resources that strengthen campus safety, behavioral supports, and equitable learning environments.	campus administration	August – June		campus improvement monitoring	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
During the first week of school, teachers will give students an orientation of classroom expectations and a student orientation for all grade levels will give students school expectations.	Principal; Asst. Principal; counselor; teachers	Opening weeks of school	**Source** General Fund **Budget Reference** None Specified **Description** Student – Parent Handbook; Facilities for meeting; scheduled time	School calendar; agenda; teacher sign in logs	May	Accomplished
Use RESTORATIVE DISCIPLINE PLAN when working with students to help them change their behavior patterns	Principal; Asst. Principal; Counselor; Teachers	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Personally working with each student to determine needs; Title II-A	PEIMS tracking, detention list	May	Continue/Modify
Conduct routine facility inspections focused on preventative maintenance and timely resolution of custodial, maintenance and safety system needs.	Principal; Custodian supervisor; Custodial staff	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Custodial Staff and janitorial supplies and equipment	Campus Walk-through	May	Accomplished
Share results of the campus safety audit and teacher/student surveys with Central office staff	Principal; Asst. Principal	August	**Source** General Fund **Budget Reference** None Specified **Description** Audiovisual equipment; report/ hand-out printing costs; time allotted during staff development	Survey results; agenda; teacher sign-in sheets	May	Accomplished
					May	Accomplished
Utilize safety and discipline data to monitor trends, identify areas of need,	campus administration	August-May	**Source** General Fund **Budget Reference** None Specified **Description** PEIMS reports, Sentinel log	ongoing safety participatin documenatation	May	Continue/Modify

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Provide annual training for staff in emergency procedures, behavioral threat assessment, trauma-informed practices, and crisis response protocols.	safety coordinator	Aug.-May	**Source** State Funds **Budget Reference** None Specified **Description** PD	sign-in sheets, Senteinel reports	May	Accomplished
Compensate core department chairpersons, club/organization sponsors, UIL literary events coaches, and athletic coaches for the completion of duties beyond their classroom duties	Central office	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Stipend budget	Personnel duty rosters; Payroll records	May	Accomplished
Help personnel who do not meet the qualification of “Highly Effective Personnel” by working with alternative certification programs	Principal; Dir. of Personnel and Special Programs	On - going	**Source** General Fund **Budget Reference** None Specified **Description** Cost involved with alternative programs mentors, etc.	Certification	May	Continue/Modify
Continue to utilize e-mail and Remind as a source for intra-district communication	Principal	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Computer PC’s, internet and intranet	Occasional checks as to how efficiently e-mail communication is being used	May	Accomplished
Provide for monthly scheduled faculty meetings to keep staff informed on all matters.	Principal	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Agenda	Attendance rosters, Agendas	May	Continue/Modify
Conduct department meetings at least once per grading period.	Department chairpersons	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Timelines Curriculum guides	Copy of schedule, sign-in sheets, meeting minutes	May	Accomplished

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative	
Provide coordinated health programs that include health services and safe school environment, counseling, staff wellness, parent and community involvement, physical ed. and nutrition services.	Principal, Health/PE teachers, SHAC	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Local	Lesson plans, SHAC minutes Fitnessgram reports	May	Continue/Modify
Each student and his/her parents will have access to an online Student-Parent Handbook with the school policies and code of conduct included.	web master, principal vice principal		**Source** General Fund **Budget Reference** None Specified **Description** internet	internet, campus web site	May	Accomplished
					May	Accomplished

Goal 5	The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

Performance Objective 5.2:
The campus will improve student well-being and engagement in school connectedness and belonging by maintaining at 97% average daiy attendancerate, expanding acess to social environment and mental health supports , and strenghthen positive relationships among students, staff, families, and communities.

Evaluation Data Source(s):

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Increase positive school publicity through the use of DMS newsletter, Facebook, Twitter, Remind, school website, and The Devine News to announce events	Principal, Technology Teacher; Office Staff; Counselor SBDM and DEIC members	August - June	**Source** General Fund **Budget Reference** None Specified **Description** Publishing, mailing costs, media coverage	Publishing, mailing costs, media coverage	
Display students' certificates of recognition in the "Wall of Honor" throughout the school year	Principal; office staff	September - June	**Amount** 400 **Source** General Fund **Budget Reference** None Specified **Description** publishing costs	certificates/ displays	
Display students' work and pictures of campus activities in classrooms, hallways, library windows, in public venues as invited to do so, and on the campus website	Posters/Projects; art supplies; district transportation; campus	August-June	**Source** General Fund **Budget Reference** None Specified **Description** Posters/Projects; art supplies; district transportation	School displays, scrapbook, school web page	
Hold a UIL Champions award program at the conclusion of the district UIL meet to recognize participants, award winners and their sponsors (usually in Dec.)	UIL Sponsors, office staff; principal	Jan.	**Source** General Fund **Budget Reference** None Specified	Parent sign-in sheets	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
			Description Cost of awards		
Promote recognition, appreciation, and morale-boosting activities for teachers and staff such as: • Appreciation luncheons • Teacher of the Month	Principal; asst. principal	August - June	**Amount** 1648 **Source** Local Funds **Budget Reference** None Specified **Description** Food items, pens, buttons and treats	Purchase orders, school calendar, "Thank You" letters	
Provide individual and group counseling as needed and additional counseling through Communities in Schools	Counselor; LPC	August – June	**Source** General Fund **Budget Reference** None Specified **Description** Referrals	Sign-in sheets	
Participate in the National Red Ribbon Week Campaign to promote a safe and drug-free school and educate students regarding the use of drugs and alcohol, school assembly by DEA	Asst. Principal; Counselor Student Council	October	**Amount** 200 **Source** General Fund **Budget Reference** None Specified **Description** Red ribbons: Campus flyers and brochures, Stickers; DEA Speaker(s);	Campus activity	
Display weekly on the "Darn" Good Kids' wall the names of students who have distinguished themselves in regards to good behavior; display monthly student of the month and teacher of the month	Principal; office staff	September - June	**Amount** 175 **Source** General Fund **Budget Reference** None Specified **Description** Publishing costs	Dislays	
Check for teachers' accurate input of attendance data each class period; bell sounded for official time of attendance					
Utilize School Messenger for parent					

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
notification of absences; make courtesy calls daily to inform parents of students' absence; answer questions regarding documentation of the absence upon the students' return to school, and make home visits as necessary to ensure valid reason for absence and check proof of residency					
Run weekly reports to ensure compliance with local policy and state laws regarding compulsory attendance and required for class credit, send warning letters, hold attendance committee meetings, and file charges as warranted to comply with local policy and state laws regarding Compulsory Attendance and required Attendance for class credit.					

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
General Fund	80,258.00
Local Funds	1,648.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference	Amount
None Specified	81,906.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount
None Specified	General Fund	80,258.00
None Specified	Local Funds	1,648.00

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2022-23**		**2023-24**		**2024-25**	
Early Education	0	0.00%	0	0.00%		%
Pre-Kindergarten	0	0.00%	0	0.00%		%
Kindergarten	0	0.00%	0	0.00%		%
Grade 1	0	0.00%	0	0.00%		%
Grade 2	0	0.00%	0	0.00%		%
Grade 3	0	0.00%	0	0.00%		%
Grade 4	0	0.00%	0	0.00%		%
Grade 5	0	0.00%	0	0.00%		%
Grade 6	133	30.60%	152	35.40%	135	31.3%
Grade 7	140	32.20%	134	31.20%	168	39%
Grade 8	162	37.20%	143	33.30%	128	29.7%
Grade 9	0	0.00%	0	0.00%		%
Grade 10	0	0.00%	0	0.00%		%
Grade 11	0	0.00%	0	0.00%		%
Grade 12	0	0.00%	0	0.00%		%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2022-23**		**2023-24**		**2024-25**	
All Students	435	100%	429	100%		100%
American Indian or Alaska Native	1	0.20%	1	0.20%		%
Asian	0	0.00%	0	0.00%	2	0.5%
Black or African American	3	0.70%	4	0.90%	5	1.2%
Hispanic/Latino	293	67.40%	274	63.90%	277	64.3%
Native Hawaiian/Other Pacific	1	0.20%	1	0.20%	1	0.2%
Two or More Races	8	1.80%	8	1.90%	8	1.9%
White	129	29.70%	141	32.90%	138	32%
Economically Disadvantaged	249	57.20%	244	56.90%	235	54.5%
At-Risk	242	55.60%	205	47.80%	216	50.1%
Special Education	66	15.20%	73	17.00%	73	16.9%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2021-22**	**2022-23**	**2023-24**
All Students	93.7	94.3	94.3
Male	94.1	93.9	94.4
Female	93.3	94.6	94.2
Hispanic/Latino	93.2	94.4	94.2
White	94.5	94.2	94.5
Two or More Races	97.1	94.6	94.4
Economically Disadvantaged	92.6	93.4	93.6
English Language Learner	90.7	95	94.5
Special Education	92.7	93.8	93.4
At-Risk	92.2	93.4	93.2

Annual Dropout Rate				
Student Group	**Grade Level**	**2021-22**	**2022-23**	**2023-24**
All Students	7-8	0	0.3	0
Male	7-8	0	0	0
Female	7-8	0	0.7	0
Hispanic/Latino	7-8	0	0.5	0
White	7-8	0	0	0
Two or More Races	7-8	0		0
Economically Disadvantaged	7-8	0	0	0
English Language Learner	7-8	0	0	0
Special Education	7-8	0	2	0
At-Risk	7-8	0	0.6	0

Annual and Total Graduates

Annual Graduates						
Subgroup	**2021-22**		**2022-23**		**2023-24**	
All Students		100%		100%		100%

Total Graduates (All Students)						
Graduate Type	**21-22**		**22-23**		**23-24**	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

Reading

2023-24 Reading STAAR Results

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	136	1608	35	26	101	74	57	42	21	15
	7	162	1657	39	24	123	76	71	44	35	22
	8	125	1724	24	19	101	81	70	56	40	32

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	157	1597	60	38	97	62	60	38	25	16
	7	136	1646	31	23	105	77	57	42	23	17
	8	159	1734	21	13	138	87	89	56	50	31

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	86	1593	25	29	61	71	31	36	13	15
	7	99	1633	28	28	71	72	35	35	14	14
	8	83	1697	18	22	65	78	41	49	17	20

2025-26 Reading STAAR Results

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	113	1584	48	42	65	58	39	35	15	13
	7	89	1626	26	29	63	71	31	35	12	13
	8	100	1713	14	14	86	86	50	50	24	24
Asian	6	2									
Asian	6	1									
	7	2									
Black or African American	6	3									
	8	1									
Black or African American	7	1									
Native Hawaiian or Other Pacific Islander	8	1									

2024-25 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	43	1638	9	21	34	79	23	53	7	16
	7	60	1689	11	18	49	82	33	55	19	32
	8	37	1782	5	14	32	86	27	73	21	57

2025-26 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
White				#	%	#	%	#	%	#	%

	6	43	1628	12	28	31	72	21	49	10	23
	7	42	1690	5	12	37	88	24	57	11	26
	8	55	1759	7	13	48	87	35	64	23	42
Two or More Races	6	2									
	7	3									
	8	3									
Two or More Races	7	2									
	8	4									

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	82	1585	26	32	56	68	29	35	9	11
	7	87	1609	27	31	60	69	24	28	8	9
	8	56	1672	17	30	39	70	24	43	8	14

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	85	1564	39	46	46	54	25	29	8	9
	7	77	1609	26	34	51	66	23	30	9	12
	8	83	1698	12	14	71	86	38	46	18	22
Limited English Proficient	6	2									
	7	8	1597	1	13	7	88	1	13	0	0
	8	5	1521	4	80	1	20	0	0	0	0

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	6	9	1526	5	56	4	44	1	11	1	11
	7	12	1514	7	58	5	42	1	8	0	0
	8	6	1614	3	50	3	50	1	17	0	0

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	25	1483	19	76	6	24	2	8	0	0
	7	26	1518	16	62	10	38	1	4	1	4
	8	15	1540	11	73	4	27	0	0	0	0

2025-26 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	27	1508	19	70	8	30	3	11	2	7
	7	24	1504	19	79	5	21	1	4	0	0
	8	25	1573	13	52	12	48	1	4	1	4

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk											

	6	78	1554	32	41	46	59	19	24	2	3
	7	70	1551	34	49	36	51	7	10	0	0
	8	56	1635	22	39	34	61	15	27	8	14

2025-26 Reading STAAR Results											
Student Group											
At_Risk	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
	6	110	1549	55	50	55	50	23	21	7	6
	7	88	1590	29	33	59	67	21	24	2	2
	8	97	1670	21	22	76	78	37	38	12	12

English I

2023-24 English I STAAR Results											
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2024-25 English I STAAR Results											
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2025-26 English I STAAR Results											
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

English II

2023-24 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2025-26 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

2023-24 Mathematics STAAR Results

2024-25 Mathematics STAAR Results

Student Group												
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	137	1698	30	22	107	78	40	29	10	7
	7	121	1722	59	49	62	51	28	23	2	2
	8	145	1896	29	20	116	80	90	62	33	23

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	156	1686	45	29	111	71	44	28	10	6
	7	89	1694	56	63	33	37	12	13	0	0
	8	165	1876	29	18	136	82	86	52	25	15

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	87	1688	22	25	65	75	22	25	5	6
	7	80	1717	42	53	38	48	15	19	2	3
	8	93	1873	23	25	70	75	50	54	17	18

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	112	1673	35	31	77	69	28	25	5	4
	7	66	1698	42	64	24	36	11	17	0	0
	8	103	1868	18	17	85	83	48	47	14	14
Asian	6	2									
Asian	6	1									
	8	2									
Black or African American	6	3									

	8	1									
Black or African American	7	1									
Native Hawaiian or Other Pacific Islander	8	1									

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	43	1720	7	16	36	84	17	40	5	12
	7	40	1727	17	43	23	58	12	30	0	0
	8	46	1941	5	11	41	89	36	78	15	33

2025-26 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	43	1718	10	23	33	77	16	37	5	12
	7	21	1683	12	57	9	43	1	5	0	0
	8	57	1882	11	19	46	81	34	60	9	16
Two or More Races	6	2									
	7	1									
	8	4									
Two or More Races	7	1									
	8	3									

2024-25 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	83	1679	22	27	61	73	15	18	4	5
	7	74	1711	40	54	34	46	12	16	2	3
	8	64	1842	18	28	46	72	30	47	6	9

2025-26 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	84	1651	31	37	53	63	17	20	2	2
	7	62	1691	41	66	21	34	8	13	0	0
	8	82	1870	15	18	67	82	41	50	12	15
Limited English Proficient	6	2									
	7	8	1734	4	50	4	50	2	25	0	0
	8	5	1709	5	100	0	0	0	0	0	0
Limited English Proficient	6	9	1652	4	44	5	56	1	11	1	11
	7	9	1681	6	67	3	33	0	0	0	0
	8	9	1900	1	11	8	89	6	67	1	11

2024-25 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	25	1601	15	60	10	40	0	0	0	0
	7	26	1650	21	81	5	19	2	8	0	0
	8	15	1716	9	60	6	40	0	0	0	0

2025-26 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	6	26	1617	15	58	11	42	2	8	1	4
	7	24	1658	20	83	4	17	0	0	0	0
	8	25	1746	16	64	9	36	4	16	0	0

2024-25 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk	6	79	1651	26	33	53	67	7	9	1	1
	7	67	1682	45	67	22	33	5	7	0	0
	8	56	1785	25	45	31	55	14	25	3	5

2025-26 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At_Risk	6	109	1639	45	41	64	59	13	12	3	3
	7	76	1686	50	66	26	34	7	9	0	0
	8	102	1823	29	28	73	72	34	33	2	2

Algebra I

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	20	4699	0	0	20	100	19	95	15	75
Hispanic/ Latino	8	4443	0	0	8	100	8	100	6	75
White	11	4864	0	0	11	100	10	91	8	73

2025-26 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	41	4615	0	0	41	100	37	90	25	61
Hispanic/ Latino	20	4466	0	0	20	100	17	85	10	50
White	19	4804	0	0	19	100	18	95	14	74
Economically Disadvantaged	16	4417	0	0	16	100	13	81	8	50
At_Risk	7	4463	0	0	7	100	5	71	2	29

Science

2023-24 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	125	3989	30	24	95	76	61	49	19	15
	8	83	3915	23	28	60	72	35	42	12	14
	8	1									
	8	37	4162	6	16	31	84	23	62	7	19
	8	3									
	8	56	3847	18	32	38	68	20	36	6	11
	8	5	3430	4	80	1	20	1	20	0	0
	8	15	3251	14	93	1	7	1	7	0	0

2025-26 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

2023-24 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2025-26 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

2023-24 Social Studies STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2024-25 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	125	3794	43	34	82	66	43	34	21	17
Hispanic/ Latino	8	83	3727	33	40	50	60	25	30	12	14
Black or African American	8	1									
White	8	37	3935	8	22	29	78	15	41	8	22
Two or More Races	8	3									
Economically Disadvantaged	8	56	3603	28	50	28	50	12	21	5	9
Limited English Proficient	8	5	3195	4	80	1	20	0	0	0	0
Special Education	8	15	3270	12	80	3	20	1	7	0	0

2025-26 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	159	3777	63	40	96	60	52	33	29	18
Hispanic/ Latino	8	100	3676	44	44	56	56	27	27	14	14
White	8	55	3929	19	35	36	65	22	40	14	25
Two or More Races	8	4									
Economically Disadvantaged	8	83	3639	39	47	44	53	20	24	9	11
Limited English Proficient	8	6	3353	5	83	1	17	0	0	0	0
Special Education	8	25	3294	20	80	5	20	2	8	1	4

U.S History

2023-24 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2024-25 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2025-26 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%