# 2026-27 Campus Improvement Plan




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|---|---|
| **School Name** | Devine Intermediate School |
| **Address** | 900 Atkins |
| **Website** | www.devineisd.org |
| **Date Presented to School Board** | |

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## Campus Site-Based Committee

| Name | Position |
|---|---|
| Lynssi Grubb | 3rd grade Teacher |
| Lisa Conn | 4th grade Teacher |
| Gensen Morales | 5th grade Teacher |
| Emory Kinsey | Special Education Teacher |
| Justin Marcrum | Assistant Principal |
| Lysandra Reyes | Principal |
| Bobby Grubb | Community member |
| Krystal Caddell | Parent |

## Mission Statement

Devine ISD's 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

| | |
|---|---|
| **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 |
|---|---|
| Title I | $576,500.00 |

Subtotal of additional federal funds included for this school: $576,500.00

| State or Local Programs | Total Expenditures |
|---|---|
| Local Funds | $1,000.00 |
| State Funds | $195,000.00 |

Subtotal of state or local funds included for this school: $196,000.00

Total of federal, state, and/or local funds for this school: $772,500.00

## Comprehensive Needs Assessment Summary

**Needs Assessment Overview**

Devine Intermediate 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. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, 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 26, 2026, at Devine Intermediate 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 August 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, in English and Spanish, will be linked to the DISD website. A hard copy is available at the campus office located at 900 Atkins, Devine, TX.

**Demographics**

**Overall Summary**

Devine Intermediate School serves students in Grades 3–5 and has maintained relatively stable enrollment over the past three years, serving 442 students in 2025–2026. The campus population is predominantly Hispanic/Latino (approximately 68–70%), with White students representing about 28–32% of enrollment, and maintains a nearly equal gender distribution. More than half of students are economically disadvantaged, while nearly half are identified as at-risk, highlighting the need for targeted academic and behavioral supports. The campus also serves military-connected students and a small but consistent homeless student population. Approximately one-fourth of students receive Special Education services, a rate significantly higher than state averages, while participation in Dyslexia, Gifted and Talented, and Emergent Bilingual/ESL programs remains steady. As a schoolwide Title I campus, Devine Intermediate is committed to meeting the diverse needs of its students through comprehensive instructional programs, intervention services, and specialized supports designed to promote academic growth and student success.

**Summary of Strengths**
What were the identified strengths?

Stable student enrollment across all grade levels with a low mobility rate of approximately 9%.

Small to moderate class sizes averaging 20–22 students, allowing for increased individualized attention.

Low teacher turnover rate and strong staff retention contribute to instructional consistency and stability.

Balance of experienced and early-career educators fosters collaboration, mentorship, and growth.

Campus culture emphasizes teamwork, instructional improvement, and data-driven decision-making that support targeted intervention.

Strong focus on building relationships with students and families within a close-knit community.

**Summary of Needs**
What were the identified needs?

High percentage of students identified as economically disadvantaged (approximately 62%) increases the need for equitable access to academic resources and extended learning opportunities.

Elevated percentage of students receiving special education services (approximately 22%) requires ongoing support for differentiated instruction and inclusion strategies.

Growing percentage of at-risk students (approximately 43%) emphasizes the importance of consistent intervention and progress monitoring systems, including support for English Language Learners.

Continued focus needed on strengthening Tier I instruction to ensure all students, including special populations, experience grade-level learning, to include professional development to build teacher capacity.

Varying levels of fidelity during implementation of intervention and enrichment periods can impact the delivery of individualized support.

Sustaining alignment and fidelity between curriculum, instruction, and assessment across grade levels is necessary to close performance gaps.

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

Strengthen Tier I Instruction and Teacher Capacity

Improve Intervention Systems and Student Support Structures

Strengthen Curriculum, Instruction, and Assessment Alignment

**Student Achievement**

**Overall Summary**

Devine Intermediate School's 2025–2026 accountability rating of 59 (F) reflects a nine-point improvement from the previous year. While this growth demonstrates positive progress, student achievement remains below expectations across core content areas, particularly in Reading Language Arts and Mathematics. A significant percentage of students continue to perform at the Approaches Grade Level standard, with fewer students reaching Meets and Masters. Achievement gaps remain among economically disadvantaged students, Emergent Bilingual students, and students receiving special education services. Continued improvement in academic achievement and student growth remains a campus-wide priority.

**Summary of Strengths**
What were the identified strengths?

Devine Intermediate demonstrated measurable academic progress during the 2025–2026 school year, increasing its overall accountability rating by nine points. The campus continues to strengthen instructional practices through the implementation of high-quality instructional materials, collaborative planning, and increased use of student performance data. Established intervention periods, growing PLC structures, and a continued focus on instructional coaching provide a foundation for sustained improvement.

**Summary of Needs**
What were the identified needs?

Student performance continues to indicate a need for stronger Tier I instruction, increased instructional rigor, and consistent implementation of high-quality instructional materials. Students demonstrate continued needs in reading comprehension, written responses, and multi-step mathematical problem-solving. Achievement gaps among student groups and limited movement from Approaches to Meets and Masters highlight the need for more effective differentiated instruction, targeted intervention, and consistent progress monitoring. Strengthening data-driven instructional decision-making across grade levels remains essential.

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

Devine Intermediate will prioritize improving student achievement and academic growth through consistent implementation of Bluebonnet Learning Mathematics and Reading Language Arts, strengthening data-driven PLC practices, and providing targeted small-group intervention during Bronco Time. The campus will focus on increasing the percentage of students achieving Meets and Masters Grade Level standards, closing achievement gaps among student groups, and strengthening instructional effectiveness through ongoing observation, feedback, and professional learning. These priorities will support the campus's Turnaround Plan and continued accountability improvement.

**Processes and Procedures**

**Overall Summary**

Devine Intermediate has established many foundational systems that support effective campus operations, including a collaborative staff culture, structured schedules, daily intervention time through Bronco Time, regular walkthroughs and feedback cycles, and a leadership team committed to visibility, communication, and clear expectations. Staff members are increasingly embracing systems-driven improvement and demonstrating growing investment in the campus vision. Administrative processes leverage digital tools to support communication, collaboration, and data review, creating greater efficiency and transparency. While these systems provide a strong framework, continued refinement is needed to strengthen instructional consistency and accountability across classrooms. Priorities include recruiting and retaining certified teachers, increasing differentiated professional development and coaching opportunities, improving the effectiveness of PLCs through greater emphasis on teacher internalization and data-driven planning, and ensuring fidelity to curriculum implementation. Additional focus is needed on instructional rigor, student engagement, consistent supervision and classroom expectations, and expanding access to intervention resources that support struggling learners. Overall, the campus has established key operational structures and is working to deepen implementation and sustainability of practices that improve teaching and learning outcomes for all students.

**Summary of Strengths**
What were the identified strengths?

Collaborative staff culture where most teachers are increasingly open to feedback and professional growth, with new teacher support.

Growing consistency of implementation of walkthroughs and feedback cycles to support instructional improvement.

Leadership team is focused on visibility and clear communication in order to create consistent systems, clear expectations across all areas of campus life.

Campus-wide schedules provide daily time for intervention (Bronco Time) and structured routines for behavior and transitions.

The staff understands the need for systems-driven change and is showing increasing buy-in to the campus vision.

Administration models effective use of digital tools for communication, data review, and collaboration.

**Summary of Needs**
What were the identified needs?

Recruitment of certified and highly qualified teachers, particularly in Reading, Math, and Special Education.

Greater differentiation in professional development to meet the needs of both veteran and new teachers.

Increased coaching and feedback cycles to ensure fidelity to the adopted curriculum and alignment of instruction.

Strengthening of instructional rigor and student engagement strategies across content areas.

Continued refinement of campus systems to ensure consistency in classroom expectations, supervision, and instructional delivery to increase accountability.

Need for ongoing coaching and leadership support to sustain implementation of new procedures.

Improved use of time during PLCs to focus on high-impact planning and reteach design rather than logistical discussions. Need for focus on teacher internalization and data driven decisions.

Additional access to adaptive literacy and math software resources to support struggling readers.

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

Strengthen Teacher Capacity Through Recruitment, Professional Learning, and Coaching

Improve Instructional Planning, Rigor, and Data-Driven Decision Making

Refine Systems and Supports to Ensure Consistent Student Success

**Perceptions**

**Overall Summary**

Devine Intermediate is viewed as a caring and student-centered campus where staff members build strong relationships with students and families and remain committed to finding solutions that support student success. Parents generally trust teachers and value the positive connections established with their children, while the campus benefits from strong community support through PTO involvement, local partnerships, and district initiatives. Communication efforts are a notable strength, with multiple platforms used to keep families informed and engaged, and participation in family-focused events continues to increase. Campus leadership is visible, responsive, and intentional in celebrating successes and maintaining open lines of communication. While these positive perceptions provide a strong foundation, opportunities for growth remain in strengthening staff morale and trust, ensuring consistent implementation of behavior and classroom management systems, improving attendance, and increasing campus-wide consistency in communication regarding academics, behavior, and student performance. Additional focus is needed to expand support for English Learner families, provide ongoing training in social-emotional and trauma-informed practices, establish consistent systems for recognizing student achievement, and implement a structured approach for measuring the effectiveness of family and community engagement efforts. Overall, the campus is perceived as supportive and relationship-driven, with a growing emphasis on strengthening consistency, engagement, and accountability across all stakeholder groups.

**Summary of Strengths**
What were the identified strengths?

Staff demonstrate strong relationships with students and genuine care for their well-being while engaging in solution-oriented discussion focused on student success.

The campus has established clear behavior expectations and a structured discipline framework that is beginning to improve consistency in order to reduce repeated minor infractions.

Campus leadership provides regular communication, visibility, and encouragement through updates and celebrations.

Parents express high levels of trust in individual teachers and value the strong relationships built with students.

Regular use of School Messenger, Remind, social media and newsletters provides multiple communication pathways for families.

Increasing participation in family events such as Bronco Breakfasts, PTO fundraisers, and student recognition assemblies.

Leadership team is responsive to parent feedback and consistently seeks to improve outreach and engagement efforts.

Strong community support through local partnerships, PTO, and Devine ISD initiatives.

**Summary of Needs**
What were the identified needs?

The campus-wide approach to classroom management needs to be implemented with fidelity.

A focus on staff morale and trust.

Ongoing professional development in social-emotional learning, trauma-informed practices, and restorative strategies is needed to strengthen student engagement.

Attendance rates need improvement, particularly among economically disadvantaged students and those with chronic absenteeism.

Consistency in campus-wide communication regarding student performance, attendance, behavior, etc.

Systems for recognizing positive student behavior and academic achievement are not yet fully consistent across all grade levels.

Additional outreach and translation support to ensure English Language Learner families can fully engage in school activities and communication.

Need for a clear, structured plan to provide parent involvement opportunities and a way to measure the effectiveness of family and community engagement initiatives.

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

Strengthen Campus Culture, Classroom Management, and Student Engagement

Improve Attendance and Student Support Systems

Enhance Family Engagement and Communication

**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:**
1.1. Increase community and parental involvement to strengthen partnerships that support high expectations and student success.

**Evaluation Data Source(s):**
Documentation of parent and community engagement opportunities and participation, evidence of collaboration through programs, events, and decision-making committees.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Maintain or increase partnership programs with community organizations. | Principal, Assistant Principal, SBDM Committee | August 2026 – May 2027 | | Maintain communication and collaboration with existing community partners. | |
| Actively include parents and community members in decision-making processes to improve the campus. | Principal, Assistant Principal, SBDM Committee | August 2026 – May 2027 | **Amount** 1000<br>**Source** Local Funds<br>**Description** Parent refreshments | Documentation of parent and community engagement opportunities and participation, evidence of collaboration through programs, events, and decision-making committees. | |

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

**Performance Objective 2.1:**
Improve Student Achievement in Mathematics - Students will meet the Academic Achievement goal in Domain 3 Math of 58% at the Meets Grade Level in STAAR Math by 2032. Over the next six years students will make incremental progress of 6 percentage points per year. The 2027 target is 30% with an emphasis on multi-step problem solving and conceptual understanding. 3rd grade HB 3 Goal: 40% of 3rd grade students will achieve the Meets standard by 2028. The target for 2027 is 30%.

**Evaluation Data Source(s):**
STAAR Math results, Bluebonnet Math assessments, CBAs, IXL/Zearn progress reports, BOY/MOY/EOY benchmark data.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Ensure fidelity to Bluebonnet Math and Reading HQIM, including consistent pacing, daily spiral review, and aligned reteach. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers. | August 2026 – May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Additional 5th grade teacher | Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets. | |
| Strengthen PLC data analysis to identify TEKS gaps and plan focused reteach lessons. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers. | August 2026 – May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Instructional Specialist<br>**Amount** 25000<br>**Source** Title I<br>**Description** Character Ed/Art Lab aide<br>**Amount** 25000<br>**Source** Title I<br>**Description** Science/Ag Lab aid<br>**Amount** 25000<br>**Source** Title I | Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets. | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | **Description** Computer/STEM Lab aide | | |
| Implement structured small-group instruction and targeted interventions during Bronco Time. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers. | August 2026 – May 2027 | **Amount** 65000<br>**Source** State Funds<br>**Description** Interventionist<br>**Amount** 20000<br>**Source** Title I<br>**Description** Tutor | Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets. | |
| Provide math-specific PD on problem-solving, questioning, and conceptual understanding to build teacher capacity. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers. | August 2026 – May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Instructional Specialist | Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets. | |
| Provide RLA-specific PD on comprehension, questioning, text analysis, and written response to build teacher capacity. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers. | August 2026 – May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Instructional Specialist | Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets. | |

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

**Performance Objective 2.2:**
Improve Student Achievement in Reading - Students will meet the Academic Achievement goal in Domain 3 Reading of 55% at the Meets Grade Level in STAAR RLA by 2032. Over the next six years students will make incremental progress of 3 percentage points per year. The 2027 target is 42% with a focus on improving comprehension, written response quality, and vocabulary development. 3rd grade HB 3 Goal: 55% of 3rd grade students will achieve the Meets standard by 2028. The Target for 2027 is 48%.

**Evaluation Data Source(s):**
STAAR Reading results, CBAs, Reading Fluency Benchmarks, IXL usage reports, BOY/MOY/EOY progress monitoring.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Strengthen Tier I instruction through coaching, modeling, and PLC collaboration focused on comprehension, writing, and vocabulary development. | Principal, Assistant Principal, Reading Interventionist, Instructional Specialist, Classroom Teachers | August 2026 – May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Instructional Specialist<br>**Amount** 65000<br>**Source** Title I<br>**Description** Additional 5th grade teacher | PLC data reviews, lesson plan monitoring, walkthrough feedback, IXL Reading diagnostic growth, MOY Reading benchmark scores. | |
| Implement data-driven small-group instruction and intervention during Bronco Time based on ongoing assessment results. | Principal, Assistant Principal, Reading Interventionist, Instructional Specialist, Classroom Teachers | August 2026 – May 2027 | **Amount** 65000<br>**Source** State Funds<br>**Description** Interventionist<br>**Amount** 20000<br>**Source** Title I<br>**Description** Tutor | PLC data reviews, lesson plan monitoring, walkthrough feedback, IXL Reading diagnostic growth, MOY Reading benchmark scores. | |
| Provide targeted PD for teachers on TEKS alignment, lesson internalization, and small-group differentiation. | Principal, Assistant Principal, Reading Interventionist, Instructional | August 2026 – May 2027 | **Amount** 65000<br>**Source** State Funds | PLC data reviews, lesson plan monitoring, walkthrough feedback, IXL Reading diagnostic | |

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | Specialist, Classroom Teachers | | **Description** Interventionist | growth, MOY Reading benchmark scores. | |

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

**Performance Objective 2.3:**
80% of students will make growth on the Math and RLA STAAR test by May 2027.

**Evaluation Data Source(s):**
STAAR Reading results, CBAs, Reading Fluency Benchmarks, IXL usage reports, BOY/MOY/EOY progress monitoring.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Teachers and instructional leaders will regularly analyze MAP, unit assessment, common assessment, and formative data to identify individual student needs, adjust Tier I instruction, and monitor progress toward STAAR growth. | Principal, Assistant Principal, Reading Interventionist, Instructional Specialist, Classroom Teachers | August 2026 - May 2027 | | Student performance data will be reviewed after each assessment cycle to monitor progress toward growth goals. PLC/data-dive documentation will show identified areas of need, instructional adjustments, and students requiring additional support. | |

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

**Performance Objective 2.4:**
Improve English Language Proficiency and Support for English Learners - Increase the percentage of English Learners meeting progress on the ELP status component of Domain III to 40%

**Evaluation Data Source(s):**
STAAR Reading results, CBAs, Reading Fluency Benchmarks, IXL usage reports, BOY/MOY/EOY progress monitoring.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Provide targeted English language development instruction and intervention through Summit K12, using TELPAS and ongoing progress-monitoring data to address individual student needs in listening, speaking, reading, and writing and increase English language proficiency. | Principal, Assistant Principal, Counselor, Reading Interventionist, Instructional Specialist, Classroom Teachers | August 2026 - May 2027 | | Summit K12 usage and progress-monitoring data, along with TELPAS proficiency data and classroom performance, will be reviewed regularly to monitor English Learner progress in listening, speaking, reading, and writing and identify students needing additional language support. | |

| 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:**
Increase Overall Student Success Status (Domain III) component points to 57 by 2028 with incremental progress of a component score of 44 for 2027 through improved performance in Meets/Masters across tested content areas.

**Evaluation Data Source(s):**
STAAR results (all tested subjects), Domain III accountability reports, campus benchmarks, student goal-tracking folders.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Strengthen Tier I instructional rigor through LIFT-supported professional learning, coaching, and data-driven planning. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers | August 2026 – May 2027 | **Amount** 6500<br>**Source** Title I<br>**Description** Instructional Specialist | Walkthrough data, PLC documentation, student work, and common assessment results | |
| Provide teachers with ongoing coaching and collaborative planning focused on HQIM implementation, instructional rigor, questioning, student discourse, and Meets/Masters-level tasks. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers | August 2026 – May 2027 | | | |
| PLC/data meetings will be used to analyze student work and assessment data, identify gaps in higher-level performance, and adjust instruction to increase the percentage of students achieving Meets and Masters across tested content areas. | Principal, Assistant Principal, Instructional Specialist, Classroom Teachers | August 2026 – May 2027 | | | |

| | |
|---|---|
| **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 strengthen employee engagement, and foster a positive organizational culture.

**Evaluation Data Source(s):**
Staff climate/engagement survey results, employee retention data, staff attendance data, and participation in campus culture/engagement activities.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Provide regular opportunities for staff voice and feedback through climate surveys, leadership check-ins, and collaborative meetings, and use feedback to identify needs and strengthen campus culture. | Principal, Assistant Principal, | August 2026 – May 2027 | | Staff participation and feedback will be monitored through periodic climate surveys, leadership check-ins, and collaborative meetings. Survey results and staff feedback will be reviewed throughout the year to identify trends, address concerns, and demonstrate improvement in employee engagement and campus culture. | |
| Staff will be given the opportunity to recognize the work of colleagues with a Bronco Buckle weekly. | | | | | |
| Campus social team will plan staff morale boosters throughout the year. | | | | | |

| 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 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):**
T-TESS observation/walkthrough data, professional learning and coaching documentation, teacher professional growth goals, and student achievement/growth data.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Utilized the OBS/Feedback cycle in LIFT and coaching | Principal, Assistant Principal, Instructional Specialist, Classroom teachers | August 2026 - May 2027 | **Amount** 65000<br>**Source** Title I<br>**Description** Instructional Specialist | Observation and feedback cycle documentation will show that teachers receive regular classroom observations, timely actionable feedback, and follow-up monitoring, with walkthrough data demonstrating growth in identified instructional practices throughout the year. | |

| | |
|---|---|
| **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 a safe and secure learning environment as evident in earning 100% pass rate on the intruder detection audits and reducing discipline referrals by 15%.

**Evaluation Data Source(s):**
PEIMS attendance reports, discipline data from Ascender, staff and student climate surveys, and teacher retention data.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Implement a consistent campuswide behavior framework aligned to CHAMPS expectations and restorative practices. | Principal, Assistant Principal, Counselor, Classroom teachers | August 2026 – May 2027 | | Discipline data reviews, staff survey feedback, retention rates, and observation of positive behavior systems in classrooms. | |
| Provide attendance incentives and parent outreach for students demonstrating improved attendance and engagement. | Principal, Assistant Principal, Counselor, Attendance Clerk, Classroom teachers | August 2026 – May 2027 | | Monthly attendance reports | |

| 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 as evident with a 97% average daily attendance rate.

**Evaluation Data Source(s):**
Six-week attendance reports, student incentive participation records, parent communications, and campus attendance recognition activities.

| Activity/Strategy | Responsible Person(s) | Timeline for Reaching Goal | Resources | Formative Evaluation Criteria | Formative |
|---|---|---|---|---|---|
| | | | | | |
| Implement the districtwide “Show Up. Saddle Up.” Attendance Incentive Program to promote consistent student attendance, increase school engagement, and foster a positive sense of belonging. | Campus Administration, Attendance Clerk, Teachers | Ongoing throughout the 2026–2027 school year, with incentives awarded every six weeks. | | | |

## 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 |
|---|---|
| Local Funds | 1,000.00 |
| State Funds | 195,000.00 |
| Title I | 576,500.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Budget Reference | Amount |
| --- | --- |
| | 195,000.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | Local Funds | 1,000.00 |
| | State Funds | 195,000.00 |
| | Title I | 576,500.00 |

## 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 | 144 | 33.30% | 142 | 34.10% | 157 | 34.6% |
| Grade 4 | 138 | 31.90% | 145 | 34.90% | 149 | 32.8% |
| Grade 5 | 150 | 34.70% | 129 | 31.00% | 148 | 32.6% |
| Grade 6 | 0 | 0.00% | 0 | 0.00% | | % |
| Grade 7 | 0 | 0.00% | 0 | 0.00% | | % |
| Grade 8 | 0 | 0.00% | 0 | 0.00% | | % |
| 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** | 432 | 100% | 416 | 100% | | 100% |
| **American Indian or Alaska Native** | 0 | 0.00% | 1 | 0.20% | 1 | 0.2% |
| **Asian** | 2 | 0.50% | 3 | 0.70% | 2 | 0.4% |
| **Black or African American** | 3 | 0.70% | 4 | 1.00% | 2 | 0.4% |
| **Hispanic/Latino** | 276 | 63.90% | 273 | 65.60% | 320 | 70.5% |
| **Native Hawaiian/Other Pacific** | 0 | 0.00% | 1 | 0.20% | 1 | 0.2% |
| **Two or More Races** | 4 | 0.90% | 2 | 0.50% | 1 | 0.2% |
| **White** | 147 | 34.00% | 132 | 31.70% | 127 | 28% |
| Economically Disadvantaged | 265 | 61.30% | 256 | 61.50% | 273 | 60.1% |
| At-Risk | 173 | 40.00% | 180 | 43.30% | 216 | 47.6% |
| Special Education | 47 | 10.90% | 28 | 6.70% | 111 | 24.4% |

## Attendance and Annual Dropout Rate

| Attendance Rate | | | |
|---|---|---|---|
| **Student Group** | **2021-22** | **2022-23** | **2023-24** |
| All Students | 94.1 | 94.3 | 94.3 |
| Male | 94.2 | 94.5 | 94.2 |
| Female | 94.1 | 94.2 | 94.4 |
| Hispanic/Latino | 93.6 | 94 | 94.1 |
| White | 94.8 | 94.9 | 94.6 |
| Economically Disadvantaged | 93.6 | 93.7 | 93.8 |
| English Language Learner | 95 | 94.4 | 94.1 |
| Special Education | 93.3 | 93.6 | 93.7 |
| At-Risk | 94 | 93.9 | 93.8 |

| Annual Dropout Rate | | | | |
|---|---|---|---|---|
| Student Group | Grade Level | 2021-22 | 2022-23 | 2023-24 |

## 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 | 3 | 153 | 1431 | 38 | 25 | 115 | 75 | 60 | 39 | 10 | 7 |
| | 4 | 148 | 1486 | 44 | 30 | 104 | 70 | 49 | 33 | 17 | 11 |
| | 5 | 145 | 1550 | 44 | 30 | 101 | 70 | 56 | 39 | 24 | 17 |

### 2025-26 Reading STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| All Students | 3 | 134 | 1407 | 45 | 34 | 89 | 66 | 52 | 39 | 17 | 13 |
| | 4 | 144 | 1498 | 45 | 31 | 99 | 69 | 51 | 35 | 11 | 8 |
| | 5 | 143 | 1527 | 63 | 44 | 80 | 56 | 51 | 36 | 22 | 15 |

### 2024-25 Reading STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Hispanic/ Latino | 3 | 109 | 1421 | 31 | 28 | 78 | 72 | 40 | 37 | 6 | 6 |
| | 4 | 100 | 1465 | 36 | 36 | 64 | 64 | 25 | 25 | 7 | 7 |
| | 5 | 103 | 1539 | 34 | 33 | 69 | 67 | 34 | 33 | 16 | 16 |

### 2025-26 Reading STAAR Results

| Student Group | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hispanic/ Latino | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | |
| | | | | # | % | # | % | # | % | # | % | |
| | 3 | 88 | 1378 | 38 | 43 | 50 | 57 | 27 | 31 | 10 | 11 | |
| | 4 | 100 | 1490 | 33 | 33 | 67 | 67 | 31 | 31 | 7 | 7 | |
| | 5 | 99 | 1499 | 51 | 52 | 48 | 48 | 25 | 25 | 9 | 9 | |
| American Indian or Alaska Native | 4 | 1 | | | | | | | | | | |
| American Indian or Alaska Native | 5 | 1 | | | | | | | | | | |
| Asian | 4 | 1 | | | | | | | | | | |
| | 5 | 1 | | | | | | | | | | |
| Asian | 3 | 1 | | | | | | | | | | |
| | 5 | 1 | | | | | | | | | | |
| Black or African American | 3 | 1 | | | | | | | | | | |
| Black or African American | 3 | 1 | | | | | | | | | | |
| | 4 | 1 | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 4 | 1 | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 5 | 1 | | | | | | | | | | |

**2024-25 Reading STAAR Results**

| Student Group | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| White | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | | |
| | | | | # | % | # | % | # | % | # | % | |
| | 3 | 43 | 1456 | 7 | 16 | 36 | 84 | 20 | 47 | 4 | 9 | |
| | 4 | 44 | 1533 | 8 | 18 | 36 | 82 | 23 | 52 | 10 | 23 | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | 41 | 1581 | 9 | 22 | 32 | 78 | 22 | 54 | 8 | 20 |

## 2025-26 Reading STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| White | 3 | 41 | 1466 | 7 | 17 | 34 | 83 | 23 | 56 | 7 | 17 |
| | 4 | 43 | 1522 | 11 | 26 | 32 | 74 | 20 | 47 | 4 | 9 |
| | 5 | 40 | 1595 | 10 | 25 | 30 | 75 | 25 | 63 | 12 | 30 |
| Two or More Races | 4 | 1 | | | | | | | | | |
| Two or More Races | 3 | 3 | | | | | | | | | |
| | 5 | 1 | | | | | | | | | |

## 2024-25 Reading STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Economically Disadvantaged | 3 | 93 | 1409 | 28 | 30 | 65 | 70 | 25 | 27 | 5 | 5 |
| | 4 | 85 | 1452 | 35 | 41 | 50 | 59 | 19 | 22 | 6 | 7 |
| | 5 | 86 | 1507 | 36 | 42 | 50 | 58 | 23 | 27 | 7 | 8 |

## 2025-26 Reading STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Economically Disadvantaged | 3 | 68 | 1373 | 28 | 41 | 40 | 59 | 19 | 28 | 5 | 7 |
| | 4 | 80 | 1470 | 31 | 39 | 49 | 61 | 21 | 26 | 3 | 4 |
| | 5 | 76 | 1481 | 42 | 55 | 34 | 45 | 17 | 22 | 4 | 5 |

## 2024-25 Reading STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| Limited English Proficient | 3 | 7 | 1385 | 2 | 29 | 5 | 71 | 1 | 14 | 0 | 0 |
| | 4 | 10 | 1351 | 7 | 70 | 3 | 30 | 1 | 10 | 0 | 0 |
| | 5 | 8 | 1494 | 4 | 50 | 4 | 50 | 1 | 13 | 1 | 13 |

## 2025-26 Reading STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| Limited English Proficient | 3 | 11 | 1254 | 9 | 82 | 2 | 18 | 1 | 9 | 0 | 0 |
| | 4 | 5 | 1466 | 1 | 20 | 4 | 80 | 1 | 20 | 0 | 0 |
| | 5 | 10 | 1412 | 8 | 80 | 2 | 20 | 0 | 0 | 0 | 0 |

## 2024-25 Reading STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| Special Education | 3 | 28 | 1337 | 17 | 61 | 11 | 39 | 5 | 18 | 0 | 0 |
| | 4 | 34 | 1421 | 19 | 56 | 15 | 44 | 8 | 24 | 1 | 3 |
| | 5 | 32 | 1453 | 18 | 56 | 14 | 44 | 4 | 13 | 2 | 6 |

## 2025-26 Reading STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| Special Education | 3 | 29 | 1293 | 20 | 69 | 9 | 31 | 4 | 14 | 0 | 0 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 32 | 1402 | 21 | 66 | 11 | 34 | 5 | 16 | 0 | 0 |
| | 5 | 29 | 1417 | 21 | 72 | 8 | 28 | 5 | 17 | 1 | 3 |

**2024-25 Reading STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| At_Risk | 3 | 57 | 1369 | 22 | 39 | 35 | 61 | 9 | 16 | 1 | 2 |
| | 4 | 80 | 1413 | 38 | 48 | 42 | 53 | 8 | 10 | 0 | 0 |
| | 5 | 73 | 1469 | 37 | 51 | 36 | 49 | 10 | 14 | 3 | 4 |

**2025-26 Reading STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| At_Risk | 3 | 35 | 1315 | 22 | 63 | 13 | 37 | 5 | 14 | 2 | 6 |
| | 4 | 79 | 1428 | 38 | 48 | 41 | 52 | 9 | 11 | 0 | 0 |
| | 5 | 96 | 1455 | 61 | 64 | 35 | 36 | 14 | 15 | 2 | 2 |

## 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 | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| All Students | 3 | 156 | 1372 | 81 | 52 | 75 | 48 | 25 | 16 | 8 | 5 |
| | 4 | 148 | 1459 | 91 | 61 | 57 | 39 | 26 | 18 | 11 | 7 |
| | 5 | 145 | 1560 | 67 | 46 | 78 | 54 | 40 | 28 | 15 | 10 |

## 2025-26 Mathematics STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| All Students | 3 | 136 | 1382 | 69 | 51 | 67 | 49 | 27 | 20 | 8 | 6 |
| | 4 | 144 | 1459 | 87 | 60 | 57 | 40 | 31 | 22 | 12 | 8 |
| | 5 | 142 | 1576 | 57 | 40 | 85 | 60 | 36 | 25 | 18 | 13 |

## 2024-25 Mathematics STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Hispanic/ Latino | 3 | 111 | 1358 | 66 | 59 | 45 | 41 | 15 | 14 | 6 | 5 |
| | 4 | 100 | 1444 | 64 | 64 | 36 | 36 | 13 | 13 | 5 | 5 |
| | 5 | 103 | 1538 | 53 | 51 | 50 | 49 | 24 | 23 | 7 | 7 |

## 2025-26 Mathematics STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Hispanic/ Latino | 3 | 90 | 1365 | 52 | 58 | 38 | 42 | 15 | 17 | 3 | 3 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 101 | 1448 | 67 | 66 | 34 | 34 | 19 | 19 | 7 | 7 |
| | 5 | 99 | 1550 | 47 | 47 | 52 | 53 | 20 | 20 | 10 | 10 |
| American Indian or Alaska Native | 4 | 1 | | | | | | | | | |
| American Indian or Alaska Native | 5 | 1 | | | | | | | | | |
| Asian | 4 | 1 | | | | | | | | | |
| | 5 | 1 | | | | | | | | | |
| Asian | 3 | 1 | | | | | | | | | |
| | 5 | 1 | | | | | | | | | |
| Black or African American | 3 | 2 | | | | | | | | | |
| Black or African American | 3 | 1 | | | | | | | | | |
| | 4 | 1 | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 4 | 1 | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 5 | 1 | | | | | | | | | |

**2024-25 Mathematics STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| White | 3 | 43 | 1411 | 13 | 30 | 30 | 70 | 10 | 23 | 2 | 5 |
| | 4 | 44 | 1493 | 24 | 55 | 20 | 45 | 12 | 27 | 5 | 11 |
| | 5 | 41 | 1617 | 13 | 32 | 28 | 68 | 16 | 39 | 8 | 20 |

**2025-26 Mathematics STAAR Results**

| Student Group | |
|---|---|

| | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| White | 3 | 41 | 1418 | 15 | 37 | 26 | 63 | 12 | 29 | 5 | 12 |
| | 4 | 42 | 1489 | 19 | 45 | 23 | 55 | 12 | 29 | 5 | 12 |
| | 5 | 39 | 1630 | 9 | 23 | 30 | 77 | 15 | 38 | 7 | 18 |
| Two or More Races | 4 | 1 | | | | | | | | | |
| Two or More Races | 3 | 3 | | | | | | | | | |
| | 5 | 1 | | | | | | | | | |

**2024-25 Mathematics STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Economically Disadvantaged | 3 | 94 | 1342 | 58 | 62 | 36 | 38 | 6 | 6 | 3 | 3 |
| | 4 | 85 | 1438 | 59 | 69 | 26 | 31 | 12 | 14 | 3 | 4 |
| | 5 | 86 | 1516 | 49 | 57 | 37 | 43 | 14 | 16 | 4 | 5 |

**2025-26 Mathematics STAAR Results**

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| Economically Disadvantaged | 3 | 69 | 1362 | 39 | 57 | 30 | 43 | 8 | 12 | 0 | 0 |
| | 4 | 80 | 1432 | 56 | 70 | 24 | 30 | 9 | 11 | 3 | 4 |
| | 5 | 75 | 1545 | 39 | 52 | 36 | 48 | 15 | 20 | 6 | 8 |

**2024-25 Mathematics STAAR Results**

| Student Group |
|---|

| Limited English Proficient | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| | 3 | 7 | 1326 | 4 | 57 | 3 | 43 | 1 | 14 | 0 | 0 |
| | 4 | 10 | 1427 | 8 | 80 | 2 | 20 | 1 | 10 | 0 | 0 |
| | 5 | 8 | 1558 | 3 | 38 | 5 | 63 | 2 | 25 | 0 | 0 |

## 2025-26 Mathematics STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Limited English Proficient | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| | 3 | 12 | 1346 | 8 | 67 | 4 | 33 | 2 | 17 | 0 | 0 |
| | 4 | 6 | 1435 | 5 | 83 | 1 | 17 | 0 | 0 | 0 | 0 |
| | 5 | 10 | 1490 | 6 | 60 | 4 | 40 | 0 | 0 | 0 | 0 |

## 2024-25 Mathematics STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Education | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| | 3 | 30 | 1317 | 22 | 73 | 8 | 27 | 2 | 7 | 0 | 0 |
| | 4 | 34 | 1424 | 27 | 79 | 7 | 21 | 2 | 6 | 1 | 3 |
| | 5 | 32 | 1480 | 25 | 78 | 7 | 22 | 3 | 9 | 1 | 3 |

## 2025-26 Mathematics STAAR Results

| Student Group | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Education | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
| | | | | # | % | # | % | # | % | # | % |
| | 3 | 30 | 1309 | 23 | 77 | 7 | 23 | 3 | 10 | 0 | 0 |
| | 4 | 32 | 1383 | 25 | 78 | 7 | 22 | 3 | 9 | 1 | 3 |
| | 5 | 29 | 1517 | 16 | 55 | 13 | 45 | 2 | 7 | 2 | 7 |

## 2024-25 Mathematics STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| At_Risk | 3 | 59 | 1318 | 42 | 71 | 17 | 29 | 2 | 3 | 1 | 2 |
| | 4 | 80 | 1401 | 66 | 83 | 14 | 18 | 3 | 4 | 0 | 0 |
| | 5 | 73 | 1475 | 55 | 75 | 18 | 25 | 5 | 7 | 0 | 0 |

## 2025-26 Mathematics STAAR Results

| Student Group | Grade Level | # Students Tested | Average Scale Score | Did Not Meet | | Approaches | | Meets | | Masters | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| At_Risk | 3 | 36 | 1335 | 26 | 72 | 10 | 28 | 3 | 8 | 0 | 0 |
| | 4 | 80 | 1394 | 70 | 88 | 10 | 13 | 3 | 4 | 0 | 0 |
| | 5 | 95 | 1503 | 56 | 59 | 39 | 41 | 6 | 6 | 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 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % |

## 2025-26 Algebra I STAAR Results

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

## 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # | % | # | % | # | % | # | % |
| All Students | 5 | 145 | 3567 | 76 | 52 | 69 | 48 | 19 | 13 | 5 | 3 |
| Hispanic/ | 5 | 103 | 3507 | 58 | 56 | 45 | 44 | 9 | 9 | 1 | 1 |
| Asian | 5 | 1 | | | | | | | | | |
| White | 5 | 41 | 3728 | 17 | 41 | 24 | 59 | 10 | 24 | 4 | 10 |
| Economically | 5 | 86 | 3459 | 55 | 64 | 31 | 36 | 5 | 6 | 0 | 0 |
| Limited English | 5 | 8 | 3425 | 6 | 75 | 2 | 25 | 0 | 0 | 0 | 0 |
| Special Education | 5 | 32 | 3359 | 24 | 75 | 8 | 25 | 1 | 3 | 0 | 0 |
| At_Risk | 5 | 73 | 3363 | 56 | 77 | 17 | 23 | 1 | 1 | 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 | |
| | | | | # | % | # | % | # | % | # | % |

| 2025-26 Social Studies STAAR Results |
|---|

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

## 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 | |
| | | | # | % | # | % | # | % | # | % |