

# Devine Intermediate School – Targeted Improvement Plan (TIP) Board Report

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**Date:** November 2025

**Purpose:** To present the Devine Intermediate School Targeted Improvement Plan for 2025–2026 and fulfill the TEA-required assurance of stakeholder engagement.

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## Background

Devine Intermediate School was identified by the Texas Education Agency (TEA) for School Improvement due to an accountability rating below acceptable performance standards. As a result, the campus is required to develop and implement a **Targeted Improvement Plan (TIP)**.

The TIP outlines how the campus will address root causes of underperformance, implement evidence-based strategies, and monitor progress toward ambitious student outcome goals in Reading and Math.

This presentation to the Board of Trustees satisfies one of TEA's required assurances — that campus and district stakeholders, including the Board, are engaged in and aware of the plan's content, focus areas, and commitments.

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# Summary by Plan Component

## 1. Student Outcome Goals

The plan sets measurable student achievement and Domain III component goals for 2025–2026:

Component	2024–2025 Baseline	2025–2026 Goal	Growth Target
ELA/Reading – Meets Grade Level or Above	37%	47%	+10 pts
Math – Meets Grade Level or Above	21%	49%	+28 pts
Domain III – Academic Achievement	0/32	19/32	60% growth in 1 year
Domain III – Growth Status	1/32	21/32	65% growth in 1 year
Domain III – ELP Status	0/4	2/4	40% growth in 1 year
Domain III – Student Success Status	0/16	8/16	50% growth in 1 year

These goals reflect the campus's focus on **improving proficiency and growth**, especially for students performing below grade level or within special populations (EB, SPED, and Economically Disadvantaged).

[Link to Closing the Gaps score card](#)

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## 2. Data Review and Root Cause Analysis

Through data analysis and stakeholder collaboration, the campus identified the following key issues:

- **Inconsistent curriculum and varying levels of fidelity with usage and implementation particularly in Math and Reading**
- **Insufficient alignment** between planning, instruction, and assessment.
- **Limited use of progress monitoring tools** to guide intervention and reteaching.
- **Gaps in instructional support** for new and developing teachers.

Root causes were identified through data disaggregation of STAAR, TELPAS, and local assessments, as well as feedback from the Site-Based Decision Making committee.

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### 3. Turnaround Plan Focus

The turnaround framework guiding the TIP is built around **high-quality instruction, progress monitoring, and targeted support**:

- Implement **HQIM** (Bluebonnet Math, TEA-approved resources for RLA).
  - Use **common formative assessments** and IXL diagnostics to identify gaps.
  - Conduct **biweekly coaching cycles** focused on instructional look-fors aligned with TEA's Research-Based Instructional Strategies.
  - Strengthen **intervention systems** using high dosage individualized tutoring and data-driven small groups during Bronco Time intervention blocks.
  - Build staff capacity through **ongoing job-embedded professional learning**.
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### 4. Milestones

Each milestone defines specific checkpoints to ensure implementation fidelity and progress toward goals. Key milestones include:

- **By November 2025:** Grade-level teams submit evidence of HQIM lesson alignment; walkthrough data reviewed for fidelity.
- **By February 2026:** Mid-year data review shows increased student progress on IXL and local benchmarks.
- **By April 2026:** 80% of teachers demonstrate proficiency on targeted instructional look-fors.
- **By May 2026:** Campus meets or exceeds targeted STAAR improvement goals.

Milestones are tracked through campus leadership meetings, PLC minutes, and formal TEA reporting.

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## 5. Performance Management

The plan outlines a clear **performance management system** to monitor campus improvement:

- **Administrators and teachers** receive ongoing coaching, data analysis sessions, and professional learning on the campus focus areas.
  - **Observation and feedback rounds** occur biweekly, with evidence captured using a rubric that includes both instructional and HQIM look-fors.
  - The **Leadership Team** meets weekly to review implementation data and adjust supports as needed.
  - **Progress** is reviewed each six weeks to ensure alignment between student outcomes and adult actions.
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## 6. Capacity Building and Professional Development

Capacity building efforts are differentiated by staff experience and need:

- **New teachers** receive increased coaching and modeling support.
- **Experienced teachers** engage in peer observations and data-driven instructional leadership.

- **Special populations training** focuses on TELPAS growth, inclusion practices, and scaffolding for EB and SPED learners.
- **Leadership coaching** is provided to campus administrators by the DCSI and Region 20 School Improvement Team.

Job-embedded training and reflection cycles ensure that professional learning translates directly to improved classroom instruction.

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## 7. Resource Allocation

The TIP details how funds and resources will be allocated to support improvement:

- Title I and local funds dedicated to **instructional coaching, tutoring, and assessment tools**.
  - Grant-funded supports (e.g., **Strong Foundations** or **School Improvement funds**) for implementation and professional development.
  - Strategic scheduling to protect **intervention and coaching time** without impacting core instruction.
  - Investment in **data systems** (IXL, Eduphoria, and TEA's Continuous Improvement Platform) for progress tracking.
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## 8. Stakeholder Engagement and Assurances

Stakeholder engagement is a central assurance of the TIP process. Devine Intermediate ensured that all major groups were included:

- **Campus Leadership Team** – reviewed and refined plan components.
- **Teachers and staff** – provided feedback through PLC discussions and surveys.
- **Parents and community members** – engaged through SBDM meetings and Title I events.

- **Board of Trustees** – reviewing the plan to meet TEA's assurance of stakeholder engagement.

This presentation to the Board documents transparency and partnership in executing the improvement plan.

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## 9. Monitoring and Evaluation

The campus will monitor plan effectiveness through:

- **Frequent data analysis** at the student, teacher, and grade-level levels.
  - **Walkthroughs** and look-for checklists aligned to TIP priorities.
  - **TEA submissions** via the Continuous Improvement Platform (CIP).
  - **Adjustments and action steps** based on real-time data to ensure continuous progress.
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## 10. Next Steps

- Obtain **Board review and acknowledgment** of the TIP.
  - Submit the plan and assurance documentation to TEA by November 21, 2025.
  - Continue campus and district progress monitoring cycles.
  - Provide periodic updates to the Board and stakeholders on outcomes and milestones.
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## Conclusion

The Devine Intermediate Targeted Improvement Plan represents a collective, data-driven commitment to accelerate learning, improve instruction, and ensure every student achieves success.

By sharing this plan with the Board of Trustees, the campus fulfills the **TEA assurance of stakeholder engagement** and demonstrates a unified focus on continuous improvement.

[Public view of presentation](#)