Notice of Regular Meeting

The Board of Trustees
Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD will be held November 16, 2026, beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **Call to Order, Roll Call and Declaration of Quorum**
2. **Pledge of Allegiance and Invocation**
3. **Citizen Communication**
    A. Public Comment for Non-Agenda Items
    B. Public Address for Items on the Agenda
4. **Action Item (s)**
    A. Consider and take possible action to Approve the Annual Financial Audit Report
    B. Consider and Take Possible Action to Approve Coleman, Horton & Company, LLP 2026-27 Contract
5. **Intermediate Campus Principals Report**
6. **Devine Intermediate Campus Turnaround Plan Public Hearing** **4**
7. **Administrative Reports and Discussion**
    A. Central Office Reports
        1. Superintendent's Reports, Todd Grandjean
            a. Monthly Report on Board Priorities: 1. Increase student success and continue a tradition of student achievement 2. Continue successful partnerships with the community, teachers and parents to support our schools and achieve student success 3. Align facilities and technology improvements with needs and career opportunities 4. Maintain Highly Qualified teachers and retain staff 5. Increase trade career opportunities and continue to develop enhanced technology resources for all students
                1. Safety & Security Report, Michael Gomez
            b. Monthly Activity Calendar
            c. District Event Calendar
        2. Director HR/Info Management Monthly Report, Dawn Schneider
            a. Monthly Report on Human Resources, Testing and Assessment, Counseling, Student Services
            b. Student Health Services Report and Annual SHAC Report

3. Director of Special Education Monthly Reports, Jenni Hagdorn
a. Monthly Reports on Student Enrollment, ARDs, 504, and Training
B. Business Office Reports, Chief Financial Officer, Shannon Ramirez
1. Monthly reports on taxes, cafeteria, investments, cash flow
2. Payment of Bills
C. Principals' Reports on Campus Events and Activities
1. Devine High School Principal's Report, Michael Gomez
2. Devine Middle School Principal's Report, Kandi Darnell
3. Devine Intermediate School Principal's Report, Lysandra Reyes
4. JJ Ciavarra Elementary School Principal's Report, Mark Raygosa
5. Devine Learning Academy/DAEP Principal Monthly Reports, Jodi Ann Dzierzanowski
D. Directors' Reports
1. Monthly report on finances, department acquisitions, travel and student services provided.

8. **Consent Agenda**

A. Minutes of Board Meeting (s)	17
B. Budget Amendment	
C. Approve CIPA policy in CQ (Local) Technology Resources	20
D. Donations	
E. PTO/Booster Club Financial Audits	29

9. **Action Item(s):**

A. Consider and take possible action to approve the District and Campus Goals and Objectives for the Campus and District Improvement Plans	34
B. Consider and Take Possible Action to consider Superintendent's recommendation regarding designation of ten nonbusiness days for consideration of Public Information Act requests for 2027 calendar year	267
C. Consider and Take Possible Action to Approve Devine Intermediate Campus' Turnaround Plan	272
D. Consider and Take Possible Action on Final Application Payment in the amount of $39,708.50 to The Anchor Group, Inc. for the Fencing Project	273
E. Consider and Take Possible Action on Retention Stipend	

10. **Closed Session**
A. Personnel Update (TGC 551.074)
1. Consider and Discuss Superintendent's Goals & Objectives
B. Considering discipline of a public school child, or complaint or charge against personnel (TGC 551.082)
11. **Reconvene from Closed Session**
12. **Adjournment**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the

section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on _____, at _____.

_____
For the Board of Trustees

Devine Intermediate Turnaround Plan

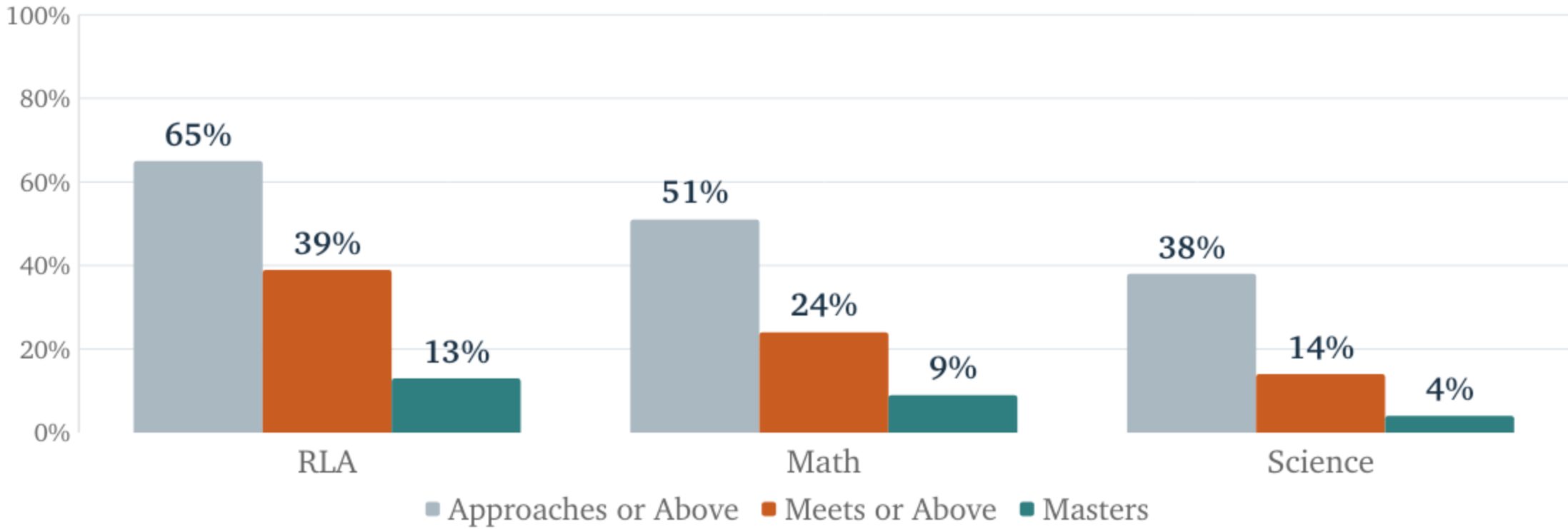
2026–27 and 2027–28

SBDM and School Board review

4

Devine & Determined
The Work Continues

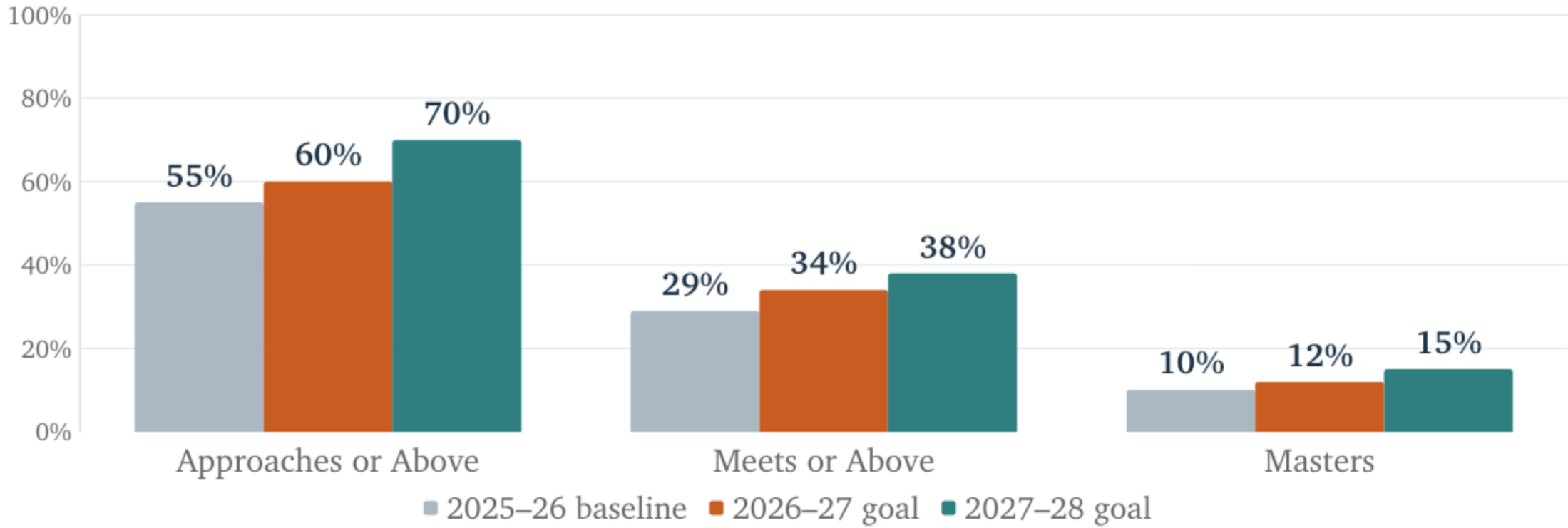
2026 results and campus needs



5

Overall rating: 59 (F). Priorities: core instruction, reteaching, and special-population supports.

Two-year overall STAAR goals



6

Supporting estimator projections: 85 (B) in 2026–27 and 86 (B) in 2027–28.

RLA and Math performance targets

Subject and threshold	2025–26	2026–27 goal	2027–28 goal
RLA Approaches or Above	65%	68%	78%
RLA Meets or Above	39%	42%	45%
RLA Masters	13%	15%	18%
Math Approaches or Above	51%	57%	67%
Math Meets or Above	24%	30%	36%
Math Masters	9%	11%	13%

7

Instructional strategy

Curriculum	Bluebonnet Math and RLA throughout the plan
Protected time	300 Math minutes and 750 RLA minutes each week
Instructional focus	Grade-level rigor, checks for understanding, and reteaching
Support	Region 20, LIFT, and LIFT PLC Support

8

Weekly PLCs and observation feedback

Plan	Internalize lessons and identify the learning students need
Respond	Use student work and data to choose a specific instructional action
Coach	Weekly observation and feedback connected to PLC priorities
Follow up	Check student learning and adjust instruction or support

9

Bronco Time and special populations

Daily support	Targeted intervention and enrichment during Bronco Time
Individual needs	MAP-informed IXL plans and Summit K-12 language support
Access to learning	IEP accommodations, differentiation, and language supports
Response to data	Adjust groups and intervention when progress is insufficient

10

Growth and Closing the Gaps goals

Domain 2A growth target: 80% in both years

Domain III component points	2026–27 goal	2027–28 goal
Academic Achievement	10	10
Growth	19	24
English Language Proficiency	3	3
Student Success	4	4

11

Component points are distinct from student percentages and final domain ratings.

Implementation checkpoints

Checkpoint	Key deliverable
December 2026	PLC protocol, feedback cycle, baselines, intervention groups
May 2027	Growth review, instructional adjustments, implementation evaluation
August 2027	Revised protocols and beginning-of-year staff learning
December 2027	Consistent data-to-action cycle and effectiveness review
May 2028	Student outcomes and sustainability evaluation
August 2028	2028–29 instructional implementation plan

12

Monthly progress monitoring

Accountability	Principal leads, with AP, Instructional Specialist, district, and LIFT support
Monthly review	Milestone status, student progress, and implementation evidence
Corrective action	Identify barriers, assign an owner, and check the adjustment
Communication	Share progress and next steps through campus and district processes

13

Feedback, finalization, and submission

Feedback	Collect SBDM, family/community, and Board input
Final details	Complete funding and required engagement documentation
Approval	Record the Board hearing and approval information
Submission	Submit the approved TAP by the TEA deadline

14

SBDM feedback

Do the proposed actions address our most significant needs?

What barriers or supports should we address?

15

What revisions do you recommend before finalization?

Committee input will inform the final plan.

School Board feedback and approval

Feedback on goals, implementation, and district support

Requested action: approval of the Turnaround Plan for submission to TEA

16

Monthly reviews will track implementation and student progress.

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: Minutes of Board Meeting (s)

Background Information:
Every month the office will submit to the Board of Trustees for approval a copy of last month's minutes for approval.

Administrative Consideration:

BE (LOCAL) – Board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.

The official minutes shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Budgetary Consideration:
None

Supporting Documents:
BE (LOCAL) Board Meetings

Recommendation:
Approve minutes for the regular board meeting on October 19, 2026.

Respectfully Submitted by:

Geri Woods
Superintendent's Secretary

Approved by:

Todd Grandjean
Superintendent of Schools

Minutes of Regular Meeting

The Board of Trustees
Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD was held on Monday, October 19, 2026 beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016

Board Members Present: Nancy Pepper (President), Carl Brown (Vice-President), Keri James (Secretary), Alixana Buvinghausen, Chris Davis, Candace Esparza, Britny Stricker.
Guests Present: Madeline Steubing, Kandy Stein, Shelby Haass, Ronda Shelton, Margarita Vizcarra, Melanie Cardenas, Mireya Ruiz.
School Officials Present: Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of HR/Info Mgmt), Michael Gomez (DHS Principal), Lysandra Reyes (Intermediate Principal), Mark Raygosa (Elementary Principal, Jenni Hagdorn (Special Ed Director), Shannon Ramirez (CFO), Geri Woods (Recording Secretary)

1. **Call to Order, Roll Call and Declaration of Quorum**
Nancy Pepper called this meeting of the Devine Independent School District Board of Trustees to order at 6:30 p.m. and stated for the record that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. She further stated that trustees Ali Buvinghausen, Carl Brown, Chris Davis, Candace Esparza, Britny Stricker, Keri James, and Nancy Pepper were present.
2. **Pledge of Allegiance and Invocation** led by Nancy Pepper.
3. **Recognition and Presentations**
   A. Principal's Month
   Superintendent Grandjean recognized the campus principals for their hard work and dedication.
4. **Citizen Communication**
   A. Public Comment for Non-Agenda Items
   Madeline Steubing spoke regarding Bluebonnet curriculum.
   B. Public Address for Items on the Agenda. None.
5. **Annual ESL Report**
Jenni Hagdorn presented the annual ESL report.
6. **High School Campus Report**
Michael Gomez presented campus information followed by two student council officers, Margarita Vizcarra and Melanie Cardenas, who reported on campus activities.
7. **Administrative Reports and Discussion**
   A. Central Office Reports
      a. Superintendent's Monthly Reports on Board Priorities, 2023 Bond Project Update, Safety & Security Report, Monthly Activity Calendar, District Event Calendar
      2. Director of HR/Info Mgmt. Monthly Report
      3. Director of Special Education Monthly Reports
   B. Business Monthly Office Reports and Payment of Bills
   C. Principals' Reports on Campus Activities
      1. Devine High School Principal's Report
      2. Devine Middle School Principal's Report
      3. Devine Intermediate School Principal's Report
      4. JJ Ciavarra Elementary School Principal's Report
      5. Devine Learning Center/DAEP Principal Monthly Reports
   D. Directors' Monthly Reports
8. **Consent Agenda**

Carl Brown moved and seconded by Alixana Buvinghausen to approve consent agenda as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

A. Minutes of called meeting on September 21, 2026, regular Board Meeting, on September 21, 2026, and called meeting on October 6, 2026.

B. Donations

1. Devine Education Foundation Donation for PSAT fees
2. DABC Donation to Arabian Soccer Program for warm-ups
3. DABC Donation to Athletic Trainer Department for portable on-field hydration system
4. DABC Donation to Boys Basketball for uniform pants.

C. DABC and DMS PTO Financial Audits

9. **Action Item(s):**

A. Candace Esparza moved and seconded by Carl Brown to Approve Changes to CH (Local) and CV (Local) as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

B. Carl Brown moved and seconded by Candace Esparza to Approve a Resolution Self-Certifiying Micro-Purchases with Federal Funds Valued below $100,000 as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

C. Alixana Buvinghausen moved and seconded by Carl Brown to Approve the Final Application Payment and Retainage to Weaver & Jacobs for the 2023 Bond Project for $678,497.41 as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

D. Keri James moved and seconded by Chris Davis to Adopt Amendments to the District of Innovation Plan with the addition of capping the class size for Intermediate classrooms to 25 as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

E. Alixana Buvinghausen moved and seconded by Candace Esparza to set December and January Board Meetings to December 14, 2026 and January 21, 2027 as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

10. **Closed Session**

Nancy Pepper stated for the record that the Board of Trustees, beginning at 7:35 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed under Texas Government Code Section 551.074, 551.076, and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

11. **Reconvene from Closed Session**

The board reconvened in open session at 8:11 p.m.

12. **Action Items Discussed in Closed Session**

A. Candace Esparza moved and seconded by Britny Stricker to hire Blain Martin as the interim high school assistant principal as recommended by the superintendent. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

B. Ali Buvinghausen moved and seconded by Britny Stricker to approve the Emergency Operations Plan as presented. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

13. **Adjournment**

Chris Davis moved and seconded by Keri James to adjourn. This motion passed, Yea: 7, Nay: 0. Those in favor: Brown, Buvinghausen, Davis, Esparza, James, Pepper, Stricker; Those opposed: 0.

Meeting adjourned at 8:12 p.m.

_____ _____

Board President Board Secretary

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: Certify CIPA in CQ Local Policy

Background Information:
The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about students' access to the Internet and other information in school. For any school that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements.

To keep our technology plan current, the Board should consider certifying the CIPA as outlined in our CQ local policy. This certification of the CIPA and CQ local policy must be acted upon by the Board within an open meeting wherein the action is posted.

Administrative Consideration:
Each year in the fall or early January, the District reviews the Children's Internet and Protection Act (CIPA) as part of our Electronic Communications Policy (CQ Local). This board policy review is required by federal law to certify that DISD provides a content filter and the protections cited below.

Our content filter provides the following:

- Controls student access to inappropriate materials, deemed harmful to minors
- Ensures students' safety and security in the use of electronic communications
- Prevents unauthorized access, including hacking
- Restricts unauthorized disclosure, use and dissemination of personally identifiable student information

Budgetary Consideration:
This will not affect the budget.

Supporting Documents:
CIPA requirements from the FCC
Devine ISD Board Policy CQ Local
Copy of letter detailing information for consideration under the CIPA certification.

Recommendation:
Approve the certification of CIPA as recommended.

Approved by:

Dr. Todd Grandjean
Superintendent

Devine Independent School District

605 W. Hondo, Devine, Texas 78016

(830) 851-0795 Fax (830) 663-6706
Dr. Todd Grandjean, Superintendent

Memorandum

To: **DISD Board of Trustees**

From: **Todd Grandjean**

Date: **11/5/2026**

Re: **Child Internet Protection Act (CIPA)**

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools to the Internet and other information. For any school that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements.

Under CIPA, schools subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors;

Schools subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

From the school year 2001-2002 and thereafter, schools and libraries are required to certify that they have their safety policies and technology in place, or that they are taking the necessary actions to put them in place before receiving E-rate funding for the following school year.

Each year in the fall or early January, the District reviews the Children’s Internet and Protection Act (CIPA) as part of our Electronic Communications Policy (CQ Local). This board policy review is required by federal law to certify that DISD provides a content filter and the protections cited above.

Our content filter provides the following:

- Controls student access to inappropriate materials, deemed harmful to minors
- Ensures students' safety and security in the use of electronic communications
- Prevents unauthorized access, including hacking
- Restricts unauthorized disclosure, use and dissemination of personally identifiable student information

Through this memorandum, I am requesting that the DISD Board of Trustees certify that the CQ Local policy provides for protection for children through content filters as outlined in the federal statutes under CIPA.

DISD Board of Trustees certifies that our CQ Local Policy includes all provisions to comply with the Children's Internet and Protection Act (CIPA)

_____

Devine ISD Board President

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in 2000 to help protect children from harmful online content when they are using internet access provided by schools and libraries. CIPA applies to schools and libraries that receive certain federal funding through the E-Rate program.

The Federal Communications Commission (FCC) adopted rules implementing CIPA in 2001 and updated those rules in 2011 to reflect new online safety requirements established by the Protecting Children in the 21st Century Act.

What Does CIPA Require?

To receive E-Rate support, schools and libraries must certify that they have adopted and are enforcing an internet safety policy that includes technology protection measures such as filtering or blocking tools.

These technology protection measures must block access to pictures that are:

- Obscene
- Child pornography
- Harmful to minors (when accessed by minors)

Before adopting an internet safety policy, schools and libraries must provide reasonable public notice and hold at least one public meeting or hearing to discuss the proposed policy.

Additional Requirements for Schools

Schools participating in the E-Rate program must also certify that their internet safety policy includes monitoring the online activities of minors and educating students about appropriate online behavior, including:

- Safe use of social media and online communications
- Interacting responsibly with others online
- Cyberbullying awareness and prevention
- Digital citizenship and online safety practices

Internet Safety Policies

Schools and libraries subject to CIPA must adopt and implement policies that address:

- Access by minors to inappropriate content on the internet
- The safety and security of minors when using email, chat rooms, social media, and other forms of online communication
- Unauthorized access, hacking, and other unlawful online activities
- Unauthorized disclosure, use, or sharing of minors' personal information
- Measures designed to restrict access to content that is harmful to minors

Certification and Compliance

Schools and libraries must certify their compliance with CIPA as part of the E-Rate application process.

- CIPA does not apply to entities receiving E-Rate support only for telecommunications services.
- In addition, schools and libraries may disable filtering technology for adults engaged in bona fide research or for other lawful purposes, as permitted by law.
- CIPA does not require schools or libraries to track or retain the internet browsing history of minors or adults.

For information about E-Rate eligibility, applications, and CIPA compliance requirements, visit:

- E-Rate - Schools & Libraries USF Program: fcc.gov/general/e-rate-schools-libraries-usf-program
- Universal Service Administration Co.'s (USAC's) CIPA webpage: usac.org/e-rate/applicant-process/starting-services/cipa/

You can also contact the Universal Service Administrative Company (USAC) E-Rate Customer Service Center at 1-888-203-8100 for assistance with E-Rate and CIPA compliance requirements.

For more information on consumer issues, visit the FCC's Consumer Help Center at fcc.gov/consumers.

Alternate formats

To request this article in an alternate format - braille, large print, Word or text document or audio - write or call us at the address or phone number at the bottom of the page, or send an email to fcc504@fcc.gov.

Last reviewed September 3, 2026

Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

Availability of Access

Access to the District's technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District's technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's technology resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public

Access to the District's technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

Acceptable Use

The Superintendent shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety

The Superintendent shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering devices. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents,

student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: Booster Clubs, PTO Financial Audit Reports

Background Information:
According to GE Regulation, booster clubs/parent organizations who handle monies through dues collections, fundraising, etc…shall have an annual audit. The audit shall be approved by the organization's audit committee or be subject to a district audit. The financial statement must be filed with the superintendent and must provide the following information for each fiscal year: a) Beginning cash balance b) Total revenue and expenditures by major category c) Closing cash balance d) Signatures of audit committee.

Administrative Consideration:
The superintendent and board members have the opportunity to review the audit and are made aware of funding expenditures for the year.

Budgetary Consideration:
None

Supporting Documents:
2026-2027 Elementary/Intermediate PTO End of Year Audit Report (Attached)
2026-2027 Devine Band Booster Financial Audit (Attached)

Recommendation:
Review audits

Respectfully Submitted by:

Shannon Ramirez
CFO

Approved by:

Todd Grandjean
Superintendent of Schools

Internal Audit
July 1, 2025 - June 30, 2026

CES/DIS PTO

Committee Signatures

_____ Date _____

_____ Date 10-21-2026

_____ Date 10-21-2026

PTO: Devine Elementary & Intermediate

Year: 2025-2026

Beginning Balance: $14,879.14

Ending Balance: $9,286.89

PRE-K

Beginning Balance- $0.00

Ending Balance- $831.10

Income- $1,869.04

Club Choice Fundraiser $1,473.79 Dance Fundraiser $395.25

Expenses- $1,037.94

End of Year Request $970.84 Supplies $67.10

KINDERGARDEN

Beginning Balance- $1,108.38

Ending Balance- $690.69

Income- $1,869

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25

Expenses- $2,286.69

End of Year Request- $1,631.69 Field Trip $655.00

FIRST GRADE

Beginning Balance- $1,304.65

Ending Balance- $281.79

Income- $1,969.00

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25 Parent Donation $100.00

Expenses- $2,991.86

End of Year Request $1026.86 Field Trip $1,965.00

SECOND GRADE

Beginning Balance- $38.86

Ending Balance- $65.51

Income- $1,869.00

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25

Expenses- $1,842.35

End of Year Request $1,842.35

THIRD GRADE

Beginning Balance- $1,927.42

Ending Balance- $2,920.73

Income- $1,869

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25

Expenses- $875.69

Field Trip $290.00 End of Year Request $585.69

FOURTH GRADE

Beginning Balance- $3,533.21

Ending Balance- $2,257.78

Income- $1,869.00

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25

Expenses- $3,144.43

Field Trip $1,918.40 Starr Glow Party $316.35 End of Year Request $909.68

FIFTH GRADE

Beginning Balance- $2,303.27

Ending Balance- $892.59

Income- $1,869.00

Club Choice Fundraiser $1,473.75 Dance Fundraiser $395.25

Expenses- $3,279.68

Class Shirts $1,094.75 End of Year Request $1,195.42 Supplies $427.91 Recorders $561.60

GENERAL FUNDS

Beginning Balance- $3,346.51

Ending Balance- $1,346.70

Income- $4,213.43

Memberships $1,612 Club Choice Fundraiser $95.00 Dance Fundraiser $395.25 Rollover From 5th $2,111.18

Expenses- $6,213.24

Teacher Appreciation Lunch $300.00 Membership Supplies $870.54 Membership Ice Cream Parties $426.82 Meet The Teacher $269.42 Trick R Treat Event $383.69 Bronco Breakfast $231.09 Monthly Meetings & Crafts Sessions $1,385.17 Candy Cane Donations For Santa Event $38.84 Club Choice Order Refund $125.00 Student Council Donation $378.00 Rollover to DMS PTO $500.00 Dance Supplies $1,304.67

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: District and Campus Improvement Planning Goals and Objectives

Background Information:
According to BQ (Legal), *"The Board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually* ***approve district and campus performance objectives*** *and shall ensure that the District and campus plans: 1) are mutually supportive to accomplish the identified objectives; and 2) at a minimum, support the state goals and objectives under Education Code Chapter 4."*

Administrative Consideration:

Our district admin team, and campus Site Based Decision Making Committees (SBDMs) reviewed and revised the improvement plans for the purpose of improving student performance for all student groups. A comprehensive needs assessment (CNA) is used to determine areas of strengths and needs by reviewing data in multiple areas (reports on student data, surveys, PEIMS discipline reports, etc…). The needs are then reviewed and developed into strategies under district goals that include Parent and Community Involvement; Student Achievement; Curriculum and Instruction; Qualified and Effective Personnel; and School Climate and Disciplined Environment. Plans also include strategies to improve indicators for state accountability.

Budgetary Consideration:

All new programs or staff included in the district or campus plans must be budgeted for and allocated under "Resources Needed" and SCE funds must be accounted for and documented. The plans will be monitored in December and May to ensure implementation of goals and strategies.

Supporting Documents:

District and Campus Improvement Planning Goals and Objectives
Texas Education Code Ch. 4
2026-2027 Devine ISD District Improvement Plan (DIP)
2026-2027 Ciavarra Elementary School Campus Improvement Plan (CIP)
2026-2027 Devine Intermediate School Campus Improvement Plan (CIP)
2026-2027 Devine Middle School Campus Improvement Plan (CIP)
2026-2027 Devine High School Campus Improvement Plan (CIP)

Recommendation:

District and campus improvement plans are living documents; strategies are revised as needs change throughout the school year. The current draft of each improvement plan is provided for the board's review.

Adopt the district and campus improvement planning goals and objectives as presented in the plan.

Respectfully Submitted by:

Dr. Todd Grandjean
Superintendent of Schools

DEVINE INDEPENDENT SCHOOL DISTRICT
2026-2027 District Goals and Objectives

Goal 1: PARENT AND COMMUNITY INVOLVEMENT: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

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

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

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

District Objective 2.1: Increase the percentage of students at Meets standard on STAAR to reach the 2028-32 target in RLA (55%) and Math (58%) and increase Science and Social Studies by 4 percentage points over the next two years.

District Objective 2.2: Increase the percent of students showing growth in RLA and Math to 80% as measured by STAAR.

District Objective 2.3: The percentage of 3rd grade students will perform at the Meets level on STAAR RLA will increase from 39% to 50% and on STAAR Math from 20% to 40% by 2028. HB3 Goal

District Objective 2.4: The percentage of high school seniors earning CCMR will increase to 88% by 2028. HB3 Goal

Goal 3: CURRICULUM AND INSTRUCTION: 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.

District Objective 3.1: The district 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.

District Objective 3.2: The district will increase the implementation of rigorous, student-centered instructional practices through instructional coaching, effective lesson design, and engaging learning experiences.

District Objective 3.3: The district 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.

Goal 4: Qualified and Effective Personnel: 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.

District Objective 4.1: The district 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.

District Objective 4.2: The district 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.

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

District Objective 5.1: The district 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.

District Objective 5.2: The district will improve student well-being and engagement in school connectedness and belonging by maintaining at least a 96% average daily attendance rate, expanding access to social-emotional and mental health supports, and strengthening positive relationships among students, staff, families, and the community.

Devine High School 2026–2027 Campus Improvement Goals and Objectives

---

Goal 1: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

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

Evaluation / Measurement:

- Documentation of parent and community engagement opportunities and participation.

- Evidence of collaboration through programs, events, and decision-making committees.

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

Evaluation / Measurement:

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

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 52% to 54%, Eng. I from 56% to 58%, Eng. II from 61% to 63%, Science from 76% to 80%, and Social Studies from 74% to 80%.

Evaluation / Measurement:

- STAAR performance
- Local assessment data
- STAAR Progress Measures
- College, Career, and Military Readiness (CCMR) indicators
- SAT/ACT participation and performance

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

Evaluation / Measurement:

- Measurement: Growth performance on STAAR EOC

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

Evaluation / Measurement:

- Graduation rate
- Dropout rate
- TSIA2
- SAT/ACT
- Industry Based Certifications and course completion
- Dual Credit and OnRamps completion
- Military Enlistment

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

Evaluation / Measurement:

- Measurement: Federal Graduation rate

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 / Measurement:

- • Common formative assessment implementation
- • Campus implementation monitoring
- • Curriculum Management Plan monitoring
- Lesson Plans

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

Evaluation / Measurement:

- Measurement:Top 25 Percent Comparative Academic Growth and Top 25 Percent Comparative Closing the Gap.

Performance Objective 3.3:
The campus will increase the implementation of rigorous, student-centered instructional practices through instructional coaching, effective lesson design, and engaging learning experiences.

Evaluation / Measurement:

- • T-TESS instructional dimensions
- • Instructional coaching data
- • Student engagement indicators
- • Lesson plan reviews

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

Performance Objective 4.1:
The campus will recruit, hire, and retain highly qualified and effective personnel by maintaining competitive staffing levels, increasing employee retention, strengthening employee engagement, and fostering a positive organizational culture.

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

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 / Measurement:
- • Professional development participation and completion
- • Instructional coaching cycles completed
- • New teacher mentoring participation
- • Teacher Incentive Allotment results
- • Evaluation completion rates
- • Growth in observation/evaluation data
- • Staff implementation of campus and district instructional expectations

---

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

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 district will earn a 100% pass rate on the intruder detection audit. The district will improve student well-being and engagement in school connectedness and belonging by maintaining at least a 96% average daily attendance rate, expanding access to social-emotional and mental health supports, and strengthening positive relationships among students, staff, families, and the community.

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

Performance Objective 5.2:
The campus will improve student well-being and engagement in school connectedness and belonging by maintaining at least a 96% average daily attendance rate, expanding access to social-emotional and mental health supports, and strengthening positive relationships among students, staff, families, and the community.

Evaluation / Measurement:
- Average Daily Attendance (96% or higher)
- Chronic absenteeism rate
- Student engagement and climate survey results
- Family engagement participation
- Access to counseling and social-emotional supports
- Student behavior and connectedness indicators
- Participation in CTE, fine arts, athletics, clubs, dual credit, etc.
- Dropout rate

Devine Middle School
2026-2027 Campus Goals and Objectives

Goal 1: **Parent and community involvement: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.**

Objective 1: The campus will increase meaningful parent and community engagement by increasing participation in campus decision-making committees, family engagement activities, and school events.

Goal 2: **Student achievement: all students will be encouraged to meet their full educational potential.**

Objective 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%.

Objective 2: Increase the percent of students showing growth to 80% on the Math and RLA STAAR.

Objective 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)

Goal 3: **Curriculum and instruction: 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.**

Objective 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.

Objective 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.

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.**

Objective 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.

Objective 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.

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

Objective 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.

Objective 2: The campus will improve student well-being and engagement in school connectedness and belonging by maintaining at 97% average daily attendance rate, expanding access to social environment and mental health supports , and strengthen positive relationships among students, staff, families, and communities.

Devine Intermediate School

2026–2027 Campus Improvement Plan – Goals & Strategies Summary

---

Goal 1: Parent and Community Involvement: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

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

Goal 2: Student Achievement: All students will be encouraged to meet their full educational potential

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%.

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%.

Objective 2.3 STAAR Reading results, CBAs, Reading Fluency Benchmarks, IXL usage reports, BOY/MOY/EOY progress monitoring.

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%

Goal 3: Curriculum and Instruction: 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.

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.

Goal 4: Qualified and Effective Personnel: 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

Objective 4.1: The campus will strengthen employee engagement, and foster a positive organizational culture.

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.

Goal 5: School Climate – Safe and Disciplined Environment: The district will provide a safe, orderly, and supportive learning environment that promotes student well-being, positive relationships, responsible citizenship, and academic success.

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%.

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.

Ciavarra Elementary 2026–2027 Campus Improvement Goals and Objectives

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 family capacity to support student learning by expanding access to instructional resources, family education opportunities, and two-way communication, resulting in increased parent participation in activities that reinforce student achievement.

Evaluation / Measurement:
Parent participation records, event sign-in sheets, parent surveys, family engagement activity logs, and parent communication records.

Performance Objective 1.2:
By May 2027, John J. Ciavarra Elementary will strengthen two-way communication with families by providing consistent, timely, and accessible information regarding student learning, campus programs, and school events, with communication available in English and Spanish as needed.

Evaluation / Measurement:
Parent communication logs, newsletters, SchoolMessenger/Remind communication records, parent conference documentation, translated communication records, and parent feedback.

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

Performance Objective 2.1:
By the end of the 2026–2027 school year, 75% of students will perform at or above grade level in reading, as measured by the mCLASS End-of-Year assessment. In addition, students identified as well below or below grade level will demonstrate progress towards their individualized mClass growth goals.

Evaluation / Measurement:

- Title I, Part A Component Addressed: #2 – Reform strategies that strengthen the core academic program.
- ESF Lever: Lever 4.1 – High-Quality Curriculum and Lever 5.1 – Effective Instruction

Performance Objective 2.2:
By the end of the 2026–2027 school year, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning RLA curriculum-embedded assessments in Reading Fluency and Reading Comprehension, as measured by end-of-unit assessment data.

Evaluation / Measurement:
Bluebonnet Reading curriculum-embedded assessment data, end-of-unit assessment results, PLC data-analysis documentation, LIFT walkthrough data, and student work.

Performance Objective 2.3:
By the end of the 2026–2027 school year, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning Math module assessments, demonstrating mastery of grade-level mathematical knowledge and skills.

Evaluation / Measurement:
Bluebonnet Math module assessment data, PLC data-analysis documentation, LIFT walkthrough data, student work, and instructional pacing data.

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 / Measurement:
HQIM implementation walkthroughs, LIFT observation and feedback tools, lesson internalization documentation, instructional pacing guides, PLC documentation, and student assessment data.

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 / Measurement:
PLC documentation, LIFT walkthrough and coaching data, lesson internalization documentation, curriculum-embedded assessment data, instructional pacing data, and evidence of instructional adjustments.

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

Performance Objective 4.1:
By May 2027, 100% of Ciavarra Elementary instructional staff will participate in professional learning and mentoring opportunities aligned to district and campus instructional priorities, with 90% of staff meeting or exceeding expectations on T-TESS performance domains

Evaluation / Measurement:
- Campus employee vacancies
- T-TESS walkthrough and formal evaluation data
- Staff professional development records
- New teacher mentor logs and feedback surveys

Performance Objective 4.2:
By May 2027, John J. Ciavarra Elementary will strengthen staff morale and school culture by increasing opportunities for staff recognition, collaboration, feedback, and support, with at least 90% of staff indicating a positive perception of campus culture and administrative support on end-of-year staff feedback or climate survey data.

Evaluation / Measurement:
Staff climate surveys, staff feedback, meeting documentation, recognition records, participation data, and staff retention data.

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

Performance Objective 5.1:
By May 2027, John J. Ciavarra Elementary will reduce the number of documented student behavior incidents occurring in unstructured learning environments, including playgrounds, cafeterias, restrooms, and hallways, by 20%, from 86 incidents in 2025–2026 to no more than 69 incidents in 2026–2027, through consistent supervision, clearly defined behavioral expectations, and proactive behavior interventions.

Evaluation / Measurement:
Discipline incident data, location-specific behavior reports, referral data, supervision walkthroughs, and behavior intervention documentation.

Performance Objective 5.2:
By May 2027, John J. Ciavarra Elementary will maintain an average daily student attendance rate of at least 97% by strengthening family communication, implementing proactive attendance interventions, expanding access to social-emotional and mental health supports, and fostering positive relationships that promote student engagement, school connectedness, and a sense of belonging.

Evaluation / Measurement:
Average Daily Attendance, six-week attendance reports, chronic absenteeism data, attendance intervention records, parent contact logs, counseling/support records, and student/family climate feedback.

2026-27 District Improvement Plan

District Name	Devine Independent School District
Address	605 W. Hondo
Website	https://www.devineisd.org/
Date Presented to School Board	

Mission Statement

Tradition of Excellence

Vision

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

Core Beliefs

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Devine ISD 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 district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The District Improvement Committee met on May 21, 2026, at Devine Middle School to review data and begin the Comprehensive Needs Assessment and a draft DIP 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 DIP. 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 District Improvement Plan, in English and Spanish, will be linked to the DISD website. A hard copy is available at the district office located at 605 W. Hondo Avenue.

Demographics

Overall Summary

The district serves a predominantly Hispanic student population with enrollment remaining relatively stable over the last three years at just over 2,000 students. Student demographics show a diverse range of academic, linguistic, economic, and behavioral support needs that significantly shape instructional programming, staffing, and intervention systems.

The district's student population is approximately 66% Hispanic, 31% White, and a small percentage of students representing other racial and ethnic groups. Enrollment trends indicate consistency in overall student numbers while maintaining representation across all grade levels from Early Education through 12th grade.

The district serves a high percentage of economically disadvantaged students, with over half of students identified as economically disadvantaged each year. In addition, nearly half of students are identified as At-Risk, indicating substantial academic and social-emotional support needs across the system.

Specialized programming is a significant part of district operations. Large numbers of students participate in bilingual/ESL services, special education, dyslexia intervention, CTE pathways, and advanced coursework opportunities. Special education identification has increased over time, while bilingual and ESL services continue to support a sizable multilingual student population.

The district demonstrates strong participation in Career and Technical Education (CTE) pathways and maintains meaningful dual credit opportunities for secondary students. CTE concentrator and completer numbers have increased over time, reflecting expansion and student engagement in career readiness programming.

Attendance rates have steadily improved over the last three years, indicating progress in student engagement and systems supporting attendance. Discipline trends show a reduction in ISS percentages overall, although disproportionality remains evident among several student groups.

Summary of Strengths

What were the identified strengths?

Strong Commitment to College, Career, and Workforce Readiness - Across multiple data sources, the district demonstrates a strong emphasis on preparing students for postsecondary success. High participation in CTE pathways, strong concentrator and completer trends reflect a system that supports workforce opportunities for students.

Stable Enrollment and Program Sustainability - Enrollment has remained relatively stable over multiple years, allowing the district to maintain continuity in staffing, programming, and long-term planning. Stable enrollment also supports the district's ability to sustain specialized programs and student services.

Positive Trends in Attendance and Student Engagement - Attendance rates have steadily improved over time, suggesting that district and campus efforts focused on student engagement, communication, and attendance intervention are having a positive impact.

Improvement in Behavioral Outcomes - District discipline data shows a reduction in overall ISS placements over time, indicating progress in behavior management systems, intervention supports, and efforts to keep students engaged in instructional settings.

Alignment of Programs to Community and Student Needs - CTE participation trends and career cluster enrollment indicate that the district provides programs aligned to both student interests and regional workforce needs. Strong participation in agriculture, human services, business, and technical pathways reflects responsiveness to the local community context.

Summary of Needs
What were the identified needs?

High Percentage of At-Risk and Economic Disadvantaged Students - Nearly half of students are identified as At-Risk, creating substantial intervention demands. More than half of students experience economic disadvantage, increasing the need for academic and social-emotional supports.

Increasing Special Education Demands - Special education participation continues to increase, placing pressure on staffing, inclusion supports, and intervention systems.

Discipline Disproportionality - Discipline outcomes are disproportionately impacting several student groups, particularly male students, Black/African American students, At-Risk students, and students receiving special education services.

Attendance Gaps Among Student Groups - Attendance disparities remain among some demographic and program groups.

Declining Dual Credit Participation - Dual credit participation has declined slightly in recent years, especially among seniors.

Limited GT Participation - Gifted and Talented participation appears relatively low and may indicate under identification of advanced learners.

Increase in low impact behavior - indicator of classroom management

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

Increasing Special Education Demands - Special education participation continues to increase, placing pressure on staffing, inclusion supports, and intervention systems.

Discipline Disproportionality - Discipline outcomes are disproportionately impacting several student groups, particularly male students, Black/African American students, At-Risk students, and students receiving special education services.

Attendance Gaps Among Student Groups - Attendance disparities remain among some demographic and program groups.

Student Achievement

Overall Summary

Devine ISD's student achievement data reflects improving high school performance and college, career, and military readiness. Students are demonstrating stronger results on end-of-course assessments, and fewer students are being retained. These gains suggest progress in preparing students for graduation and life after high school.
Achievement is less consistent in elementary and middle school. Mathematics remains the greatest districtwide need, particularly in grades 3-7. Early literacy results indicate a need to strengthen foundational reading skills and sustain progress across grades, especially in second grade. Fifth-grade science and upper-elementary reading also warrant focused attention.
Significant achievement gaps persist for emergent bilingual students, students receiving special education services, and economically disadvantaged students. Many students who previously performed below expectations are not catching up sufficiently. The district should prioritize consistent grade-level instruction, targeted interventions, language development, and ongoing monitoring while sustaining gains in high school achievement and postsecondary readiness.

Summary of Strengths
What were the identified strengths?

Improving high school achievement. English, Algebra I, and Biology results show substantial improvement, with additional gains in U.S. History.

Increased postsecondary readiness. More graduates are meeting college, career, and military readiness criteria, supported by college preparation, dual credit, and industry-based certification pathways.

Kindergarten reading growth. Kindergarten students demonstrated substantial progress from the beginning to the end of the school year.

Stronger eighth-grade science. Students improved at both the Meets and Masters levels.

Student progression and completion. Most students graduate, and declining districtwide and high school retention rates indicate that more students are advancing through school on schedule.

Summary of Needs
What were the identified needs?

During 2025-26, the district began using high-quality instructional materials thru the LASO 4 grant in grades K-5, with teachers learning the materials for the first time. Mathematics mastery in grades 3-7 remained low, and many students below expectations did not make sufficient progress to catch up.

Too many students leave second grade below reading benchmark, and early literacy progress is not consistently sustained across grades, placing students at risk as reading demands increase.

Emergent bilingual students, students receiving special education services, and economically disadvantaged students demonstrate substantially lower achievement than comparison groups. English language development and reading growth remain additional concerns.

Fifth-grade science achievement remains especially low, while upper-elementary reading results indicate inconsistent mastery and declining performance in key grades.

Despite improved CCMR outcomes, readiness in both reading and mathematics remains limited when college preparation courses are excluded. Dual credit participation counts have declined.

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

Mathematics achievement and acceleration

Early literacy and sustained reading progress

Achievement gaps and language development

Elementary science and upper-elementary reading

Processes and Procedures

Overall Summary

Using the districtwide data sources for attendance, discipline, student retention, professional development, CTE coding, and curriculum management systems, the overall picture suggests the district has built many of the organizational structures necessary for effective operations and instructional improvement. The district has clearly defined expectations, established collaborative systems, and implemented instructional frameworks across campuses. However, the data consistently points to variability in implementation, student experience, and operational effectiveness between campuses, teams, classrooms, and programs.

The districtwide curriculum management analysis repeatedly identifies that the challenge is no longer whether systems exist, but whether those systems are implemented consistently enough to impact student outcomes across all campuses.

Across campuses, there is evidence that:
*PLCs are operational,
*common assessments exist,
*intervention systems are functioning,
*instructional monitoring occurs,
*and data conversations are taking place.

At the same time, attendance, discipline, CTE participation, and implementation feedback collectively suggest that the student and staff experience varies significantly depending on campus structures, leadership systems, instructional consistency, and team effectiveness.

The operational patterns reflected in the data indicate the district is in the “implementation coherence” stage:
*systems have been established,
*expectations are articulated,
*but implementation depth, calibration, and sustainability remain inconsistent districtwide.

Summary of Strengths
What were the identified strengths?

Collaborative Structures Are Embedded Across Campuses - PLCs and collaborative planning systems are functioning among most campuses and provide a strong foundation for continuous improvement that impact Tier I instructional effectiveness.

Staff Value Professional Learning and Feedback - Most staff report satisfaction with professional growth opportunities and instructional feedback systems.

Data Systems Focus - Campuses have focused on establishing protocols for regular use of assessment data to support student learning.

DISD Business office consistently scores an "A" on the FIRST report.

Certification reimbursement and stipends for areas of critical need.

Robust safety and security committee membership and community participation and SRO program

Summary of Needs
What were the identified needs?

Consistency of Student Experience Across Campuses and Classrooms - The largest districtwide concern is variability in implementation across campuses, teams, grade levels, and classrooms.

Tier I Instructional Effectiveness - The district's intervention systems appear to be compensating for inconsistent core instruction rather than supplementing consistently strong Tier I practices.

Monitoring, Coaching, and Accountability Systems - Campuses repeatedly identify inconsistent monitoring, weak follow-through, and limited coaching capacity.

Teacher Capacity and Curriculum Internalization - Teachers continue to need support with: HQIM implementation, data analysis, instructional rigor, scaffolding strategies, and curriculum internalization.

Need for mental health speakers at the secondary campuses and character education speakers at the primary campuses. Need for bully prevention program.

Need for consistency in organizational systems.

Communication is a top-down approach.

Sub shortage frequently causes the need to split classes and absorb students into other classes, particularly at the primary campuses.

Priorities

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

Consistency of Student Experience Across Campuses and Classrooms - The largest districtwide concern is variability in implementation across campuses, teams, grade levels, and classrooms.

Teacher Capacity and Curriculum Internalization - Teachers continue to need support with: HQIM implementation, data analysis, instructional rigor, scaffolding strategies, and curriculum internalization.

Sub shortage frequently causes the need to split classes and absorb students into other classes, particularly at the primary campuses.

Perceptions

Overall Summary

The overall perception data suggests Devine ISD operates as a relationship-centered district that values student support, staff collaboration, and multiple pathways for student success. Across the senior survey responses, staff climate data, attendance trends, and retention information, a consistent theme emerges that students and staff generally feel connected to the district and appreciate the supportive environment provided by teachers, coaches, counselors, and campus staff.

Students consistently identified relationships with adults as one of the most positive aspects of their school experience. Seniors described teachers, coaches, counselors, and extracurricular sponsors as meaningful supports during high school. Students also expressed pride in their involvement in athletics, FFA, band, dual credit, CTE programs, and workforce opportunities, indicating that the district promotes multiple definitions of student success beyond only traditional academic pathways. The district culture appears to encourage perseverance, work ethic, and resilience.

Staff climate survey data also reflects generally positive perceptions of the work environment. Most staff members agreed that they have the tools needed to do their jobs effectively, opportunities for professional growth, respectful working relationships, and classroom autonomy. Staff perceptions improved from 2024-2025 to 2025-2026 in several key areas including professional respect, teacher retention perceptions, planning time, and access to resources. Teacher retention rates also increased over the three-year period from 73.3% to 83.5%, suggesting improving organizational stability and stronger staff commitment to the district.

Attendance trends further support the perception of a connected and engaging environment. Districtwide attendance improved steadily over the last three years from 93.5% to 94.6%, with nearly every student group demonstrating gains. Secondary attendance, particularly at grades 9-12, showed notable improvement in 2025-2026. These trends suggest students are increasingly connected to school and view attendance as important.

Discipline data indicates some positive movement in student behavior and school systems. ISS percentages decreased from 9.7% in 2023-2024 and 9.76% in 2024-2025 to 7.9% in 2025-2026. Reductions occurred across several student groups including economically disadvantaged students, male students, and at-risk students. This suggests efforts related to behavior systems, student support, or campus expectations may be positively impacting student conduct.

However, the perception data also reveals important concerns regarding stress, consistency, student motivation, and school culture. Students frequently referenced stress, burnout, anxiety, balancing school with work and extracurricular activities, and feeling overwhelmed. Students also expressed concerns regarding peer behavior, vaping, bullying, drama, and inconsistent discipline practices. Several responses indicated a desire for more practical life preparation, stronger postsecondary advising, and coursework that feels more relevant to future goals.

Staff climate data also reveals lingering concerns regarding collaboration time, workload balance, and perceptions about retaining highly effective staff. While teacher retention perceptions improved significantly, a large portion of staff remained neutral on whether the best teachers are retained, suggesting uncertainty about long-term organizational consistency. Additionally, some staff still reported concerns regarding planning time and workplace stress.

Overall, the district appears to conduct business through strong relational practices and student-centered support systems, but the data also indicates a need to strengthen consistency, wellness supports, postsecondary readiness systems, and collective expectations around culture and behavior.

Summary of Strengths
What were the identified strengths?

Use of SchoolMessenger and social media to communicate to parents/community.

Strong Relationship-Based Culture - Students consistently identified teachers, coaches, counselors, and campus staff as positive influences on their high school experience. Staff survey data also reflected generally respectful collaborative relationships among employees.

Improving Staff Stability and Retention - Teacher retention improved from 73.3% to 83.5% over three years, while paraprofessional retention rebounded significantly in 2025-2026. These trends suggest improving organizational stability and stronger staff commitment to the district.

Positive Student Engagement Through Multiple Pathways - Students demonstrated strong participation and pride in extracurricular activities, athletics, dual credit, CTE, military pathways, and workforce preparation programs. Students appear to value both college and career readiness opportunities.

Increasing Attendance Across Student Groups - District attendance improved from 93.5% to 94.6% over three years, with gains across most grade levels and student populations. Improving attendance reflects stronger student connection and engagement.

Declining ISS Rates - ISS percentages decreased from 9.7% to 7.9% districtwide, suggesting improvement in behavior systems, interventions, or campus expectations.

Staff Generally Feel Supported Professionally - Most staff members agreed they have access to needed tools, professional growth opportunities, and classroom autonomy. Perceptions regarding professional respect also improved between survey years.

Summary of Needs
What were the identified needs?

Student Stress, Anxiety, and Mental Health Concerns - Students consistently described stress, burnout, pressure, anxiety, exhaustion, and difficulty balancing academics, athletics, work, and extracurricular commitments.

Need for Stronger Postsecondary and Life Readiness Systems - Students expressed a desire for more guidance regarding college applications, scholarships, financial aid, career pathways, life skills, and transition planning.

Concerns About School Culture and Student Behavior - Students identified concerns regarding bullying, vaping, drama, disrespectful behavior, low student motivation, and inconsistent discipline practices.

Inconsistent Student Engagement and Sense of Connection - Some students struggled to identify accomplishments, lacked confidence in future planning, or described feeling disconnected from the school experience.

Staff Concerns Regarding Time and Workload Balance - Although perceptions improved, a significant portion of staff remained neutral or negative regarding collaboration time, planning time, and workload expectations.

Students frequently reflected on resilience and perseverance

CNA needs to reflect all stakeholders - need for parent and additional student surveys.

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

Student Stress, Anxiety, and Mental Health Concerns - Students consistently described stress, burnout, pressure, anxiety, exhaustion, and difficulty balancing academics, athletics, work, and extracurricular commitments.

Inconsistent Student Engagement and Sense of Connection - Some students struggled to identify accomplishments, lacked confidence in future planning, or described feeling disconnected from the school experience.

Staff Concerns Regarding Time and Workload Balance - Although perceptions improved, a significant portion of staff remained neutral or negative regarding collaboration time, planning time, and workload expectations.

Additional Information

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 district will increase meaningful parent and community engagement by increasing participation in district and campus decision-making committees, advisory groups, family engagement activities, and school events.

Evaluation Data Source(s):

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

58

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide parents with tools and resources to help support their children; provide parents of students with disabilities with specific trainings, peer supports, and conference attendance targeted to their child's needs and disabilities.	Campus Administrators with support from District Administration	June		Parent Surveys	
Continue to embed information about how to be engaged with the school and the benefits of parent/family/school partnerships during parent presentations.	Campus Administrators with support from District Administration	June	**Source** Local Funds **Budget Reference** Fund 199: Fund 199: **Source** Title I **Budget Reference** Fund 199: Fund 199:	Agendas Sign-in Sheets Parent Surveys	
Continue to offer parent meetings during varying hours of the day to accommodate a variety of schedules	Campus Administrators	June		Meeting Agendas, Sign-in Sheets	
Provide opportunities for parents and community members to be involved and	Campus Administrators	June		Invites, Sign-in Sheets	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
engaged (SBDM - DEIC, Math and Science Night, Meet the Teacher, Open House, Book Fair and Family Night, Veteran's Day Recognition, Family Appreciation Meals, PTOs/booster clubs, etc.).					
Provide all stakeholders the opportunity to provide feedback annual satisfaction surveys.	Superintendent Campus Administrators	March		Parent, Teacher and Student survey results	

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

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

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide timely communication from campuses to parents using the district's platform for communication, School Messenger, Remind and social media. Ensure parents are providing their primary email for School Messenger.	Campus Administrators	June 2027		Increase engagement in SchoolMessenger and social media.	
Provide Summit K-12 access to the parents of Emergent Bilingual students upon request when licenses are available.	Director of Federal and Special Programs, Campus Administrators, support from Campus Counselors	June		Rosetta Stone license use dashboard	
Share educational resources to parents via School Messenger.					
Provide parents with opportunities to participate in parent conferences throughout the school year.					

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

Performance Objective 2.1:
Increase the percentage of students at Meets standard on STAAR to reach the 2028-32 target in RLA (55%) and Math (58%) and increase Science and Social Studies by 4 percentage points over the next two years.

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

2026-27 Targets
STAAR Targets:
Math from 34% to 38%
RLA from 43% to 48%
Science from 49% to 52%
SS from 50% to 57%
MAP Targets::
By Spring 2032, the percentage of students in grades 2-8 achieving at or above the NWEA MAP Meets benchmark associated with STAAR Meets Grade Level will increase from 42nd percentile to 73rd percentile for Math and from the 40th percentile to 62nd in RLA.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement the LASO Cycle 4 grant by adopting and supporting High-Quality Instructional Materials (HQIM) in Reading (K-5) and Mathematics (K–7),	Superintendent, Campus Administrators, Instructional Specialists	Ongoing		HQIM implementation fidelity as evident in PLCs and walk-throughs, local assessments	
Strengthen Professional Learning Communities (PLCs) through data analysis, common formative assessments, intervention planning, and instructional adjustments.	Campus Administrators, Instructional Specialists, Teachers	Weekly		Observation and Feedback from LIFT SI PLC support	
Strengthen district curriculum management by ensuring a guaranteed and viable curriculum aligned to the TEKS	Superintendent, Campus Administrators,	Ongoing		Common assessment results, walkthrough data, student	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
through consistent instructional expectations, common assessments, curriculum review cycles, and district monitoring processes.	Interventionists, Teachers			achievement trends	
Establish a district-wide data culture that uses multiple measures (local assessments, STAAR, Progress Measures, CCMR indicators) to monitor student achievement, identify trends, and guide continuous improvement.	Superintendent, Campus Administrators, Instructional Specialists	Monthly		Monthly data reviews, annual accountability results	

62

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

Performance Objective 2.2:
Increase the percent of students showing growth in RLA and Math to 80% as measured by STAAR.

Evaluation Data Source(s):
MAP Predicted Performance compared to STAAR
STAAR Growth
Curriculum Based Assessments

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Support consistent implementation of district-adopted HQIM in RLA and Math through professional learning, implementation expectations, coaching, and monitoring.	Campus Administrators Instructional Specialists	May 2027		Walkthrough data; implementation rubrics; coaching documentation; student assessment data	63
Develop district processes for campuses to regularly identify students who are on track, below expected growth, or significantly below expected growth and adjust supports accordingly.	Superintendent Campus Administrators	May 2027		MAP/local assessment growth; STAAR interim data; student growth trackers; progress-monitoring data	
Establish district expectations for timely intervention and acceleration in RLA and Math based on multiple data sources, with particular attention to students who did not demonstrate growth the previous year.	Campus Administrators	Ongoing		Intervention Rosters, progress monitoring data	
Implement districtwide common formative and curriculum-based assessments aligned to the taught curriculum and use results to determine mastery, instructional gaps, and needed adjustments.	Campus Administrators Instructional Specialists	Ongoing		CBA results, PLC agendas, comparison of local assessments to STAAR and MAP Predicted Performance	
Provide principals and instructional leaders with training and tools to monitor curriculum implementation, analyze growth data, provide actionable	Superintendent Region 20 LASO Support	Ongoing		Walk-through data, principal coaching agendas, campus growth trends	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
feedback, and lead effective PLCs.					
Conduct scheduled district performance management reviews to determine whether instructional strategies, interventions, and professional learning are producing expected student growth and reallocate support when needed.	Superintendent Region 20 LASO Support	Monthly		Disaggregated growth reports, STAAR progress measures, MAP Predicted STAAR Peformance	

64

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

Performance Objective 2.3:
The percentage of 3rd grade students will perform at the Meets level on STAAR RLA will increase from 39% to 50% and on STAAR Math from 20% to 40% by 2028. HB3 Goal

Evaluation Data Source(s):
STAAR
mClass for K-2nd Grade
MAP Achievement Scores for K-2nd Grade
MAP STAAR Predicted Performance for 2nd grade

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Leverage the LASSO Cycle 4 grant to build teacher capacity through HQIM implementation, instructional coaching, and collaborative PLCs focused on continuous instructional improvement monitoring	Campus Principals, LASO Leadership Team	Monthly		PLC implementation, coaching cycles, HQIM fidelity, student growth	65
Continue implementation of high-quality instructional materials with coaching and instructional support to ensure rigorous, engaging Tier I instruction in every classroom.	Campus Administrators, Instructional Coaches	Ongoing		Walkthrough evidence, student growth data, local and state assessment results	
Monitor implementation of district instructional expectations through classroom walkthroughs, coaching, and administrator feedback cycles.	Superintendent, Campus Principals, Instructional Specialists	Monthly		Walkthrough data, instructional feedback documentation	
Develop a district continuous improvement process to monitor implementation of instructional initiatives, evaluate effectiveness, and adjust supports based on student performance data and campus needs.	Superintendent, Campus Principals, Instructional Coaches	Quarterly		Quarterly improvement reviews, student achievement data	

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

Performance Objective 2.4:
The percentage of high school seniors earning CCMR will increase to 88% by 2028. HB3 Goal

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide individualized graduation planning, credit recovery, dropout prevention, and transition support for at-risk students.	HS Administration HS Counseling Staff			Individual Graduation Plans	
Ensure equitable access to advanced academic programming by reviewing participation data annually and removing barriers to enrollment in dual credit, advanced coursework, CTE pathways, industry certifications, and enrichment opportunities.	HS Administration			Course Catalog	
District monitoring of student achievement of CCMR component	Superintendent HS Administrator HS Counselor			CCMR indicators, dual credit enrollment, industry certifications, SAT/ACT participation, military enlistments	
Maintain partnerships with local colleges to offer students more dual credit and CTE courses.	HS Administration			Course Catalog MOUs	
Provide students with multiple opportunities to be successful on TSIA	HS Administration				

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
assessments (TSIA2, SAT/PSAT, ASVAB)					

67

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 district will ensure 100% of curriculum documents, instructional resources, and common formative assessments are aligned to the TEKS and district expectations, resulting in a guaranteed and viable curriculum that is consistently implemented across all grade levels and content areas.

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
					68
Fully implement the District Curriculum Management Plan by establishing consistent expectations for curriculum development, instructional resources, assessment practices, instructional planning, and monitoring across all campuses.	Superintendent, Campus Administrators	Ongoing		Curriculum Management Plan monitoring, annual implementation review	
Ensure pacing guides and common formative assessments align with the Texas Essential Knowledge and Skills (TEKS) and district instructional expectations.	Instructional Specialists	Ongoing		Pacing guides and data from common formative assessments	
Implement district-wide 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 Principals, Instructional Specialists	Weekly		PLC documentation, common formative assessment implementation, campus monitoring	
Utilize district instructional leadership teams to conduct routine curriculum implementation monitoring through classroom observations, lesson plan	Superintendent	Quarterly		District Curriculum Meeting Agendas	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
reviews, PLC evidence, and instructional feedback to ensure fidelity to district expectations.					
Establish a district curriculum review cycle that provides regular evaluation and revision of curriculum documents, instructional resources, and assessments using student performance data, teacher feedback, and changes to state standards.	Superintendent, Campus Administrators, Instructional Specialists	Annual		Curriculum revision documentation	

69

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 district will increase the implementation of rigorous, student-centered instructional practices through instructional coaching, effective lesson design, and engaging learning experiences.

Evaluation Data Source(s):

- Walkthrough data - LIFT Observation/Feedback Coaching Cycle
- T-TESS instructional dimensions
- Instructional coaching data
- Student engagement indicators
- Lesson plan reviews

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Develop and implement a district instructional framework that defines high-quality instruction and establishes consistent expectations for lesson design, student engagement, formative assessment, academic discourse, and rigor across all campuses.	Superintendent Campus Administrators Instructional Specialists	Ongling		Walkthrough data, T-TESS instructional dimensions	
Establish a district instructional coaching model that provides differentiated support for teachers through coaching cycles, classroom modeling, reflective conversations, and job-embedded professional learning.	Campus Principals, Instructional Specialists	Ongoing		Instructional coaching data, walkthrough trends	
Utilize district instructional walkthrough processes to monitor implementation of instructional expectations, identify districtwide trends, and provide timely feedback that supports continuous instructional improvement.	Superintendent, Campus Administrators, Instructional Specialists	Monthly		Walkthrough reports, campus action plans	
Promote student-centered instructional practices that increase student	Campus Administrators,	Ongoing		Student engagement indicators, walkthrough	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
ownership, collaboration, problem-solving, and meaningful engagement through the intentional use of research-based instructional strategies.	Instructional Specialists			observations	
Utilize district instructional data to identify exemplary instructional practices and provide opportunities for teachers to observe, collaborate, and share effective instructional strategies across campuses.	Campus Principals, Instructional Specialists	Ongoing		Walkthrough trends, coaching documentation	

71

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 3.3:
The district 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):

- PLC implementation data
- Professional development participation
- Vertical alignment documentation
- Curriculum review cycles
- Common formative assessment data meetings

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative 72
Implement the LASO Cycle 4 Grant by providing sustained professional learning, instructional coaching, Professional Learning Communities, and implementation support for High-Quality Instructional Materials (HQIM) in Reading and Mathematics (K–7) to improve instructional effectiveness and student outcomes.	Superintendent, Campus Administrators, LASO Leadership Team	Ongoing		HQIM implementation data, coaching documentation, campus implementation monitoring	
Provide sustained, job-embedded professional learning that emphasizes implementation of district initiatives through coaching, PLCs, collaborative planning, and follow-up support.	Campus Administrators, Instructional Specialists	Ongoing		PLC implementation data, coaching documentation	
Establish district structures that support vertical and horizontal collaboration among educators to strengthen instructional coherence, improve transitions between grade levels, and ensure shared expectations for student	Instructional Specialists	Quarterly		Vertical alignment documentation, meeting artifacts	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
learning.					
Implement a district continuous improvement process that utilizes common formative assessment data, instructional evidence, and student performance trends to evaluate district initiatives and guide instructional decision-making.	Superintendent	Quarterly		District data review meetings	
Develop teacher leadership capacity by providing opportunities for teacher leaders, PLC facilitators, instructional coaches, and administrators to lead professional learning and support implementation of district priorities.	Campus Administrators, Instructional Specialists	Ongoing		PLC documentation	
Evaluate the effectiveness of professional learning through participant feedback, implementation evidence, classroom observations, and student achievement outcomes to ensure professional development results in improved instructional practice.	Campus Administrators, Instructional Specialists	After each flex day where PD is provided		PD evaluations, walkthrough data, student achievement trends	73

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 district will recruit, hire, and retain highly qualified and effective personnel by maintaining competitive staffing levels, increasing employee retention, strengthening employee engagement, and fostering a positive organizational culture.

Evaluation Data Source(s):

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

74

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement a comprehensive recruitment strategy that includes university partnerships, educator preparation programs, targeted recruitment events, grow-your-own initiatives, and strategic marketing to attract high-quality candidates.	Human Resource Director	Ongoing		Applicant pool data, hiring timelines, hard-to-fill vacancies	
Maintain competitive compensation and benefits by annually reviewing salary schedules, stipends, incentives, and employee benefits in comparison to regional districts to support recruitment and retention.	Superintendent, Human Resource Director, Board of Trustees	Annual Budget Cycle		Regional salary comparison, employee retention, vacancy data	
Foster a positive organizational culture by implementing district-wide employee recognition programs, staff appreciation activities, and opportunities for employee voice in district decision-making.	Superintendent, District Leadership Team	Ongoing		Climate and culture survey results, employee engagement data, retention rates	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Strengthen employee onboarding by providing comprehensive orientation, district expectations, organizational resources, and ongoing support for all newly hired employees throughout their first year of employment.	Human Resource Director, District Leadership Team	Annually		New employee survey results, first-year retention rates	
Utilize employee feedback, exit interviews, climate surveys, and retention data to identify trends and implement continuous improvement strategies that strengthen employee satisfaction and organizational effectiveness.	Superintendent, Human Resource Director	Annual		Climate survey results, exit interview summaries, retention trends	

75

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 district 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):

- Professional development participation and completion
- Instructional coaching cycles completed
- New teacher mentoring participation
- Teacher Incentive Allotment results
- Evaluation completion rates
- Growth in observation/evaluation data
- Staff implementation of district instructional expectations

76

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide sustained, job-embedded professional learning through instructional coaching, Professional Learning Communities (PLCs), collaborative planning, and implementation support that promotes continuous improvement in instructional practice.	District Curriculum Team	Ongoing		Coaching cycles, PLC implementation data, walkthrough trends	
Utilize a comprehensive educator evaluation system that includes timely feedback, instructional coaching, goal setting, and individualized professional growth planning to strengthen educator effectiveness.	Campus Administrators, Instructional Specialists	Ongoing		T-TESS data, goal attainment, coaching documentation	
Evaluate the effectiveness of professional learning by analyzing implementation evidence, educator feedback, classroom observation data, and student performance trends to ensure professional learning results in improved	District Curriculum Team	Ongoing		Walkthrough data, T-TESS trends, student achievement data	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
instructional practice.					

77

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 district 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.

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative 78
Maintain and annually update the District Emergency Operations Plan (EOP) to ensure compliance with state requirements and best practices for school safety, emergency preparedness, and crisis response.	Superintendent, District Safety Coordinator	Annual		Safety audits, EOP review, compliance reports	
Conduct regular safety assessments, emergency drills, threat assessments, and security reviews to continuously evaluate campus safety procedures and identify areas for improvement.	District Safety Coordinator, Campus Administrators	Ongoing		Drill documentation, safety audit reports, threat assessment data	
Strengthen district-wide crisis prevention, response, and recovery systems by providing annual training for staff in emergency procedures, behavioral threat assessment, trauma-informed practices, and crisis response protocols.	District Safety Coordinator, Campus Administrators	Ongoing		Training participation, safety compliance documentation	
Utilize district safety and discipline data	Superintendent,	Quarterly		Discipline reports,	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
to monitor trends, identify areas of need, and allocate resources that strengthen campus safety, behavioral supports, and equitable learning environments.	District Safety Coordinator, Campus Administrators			safety data dashboards, campus improvement monitoring	
Strengthen partnerships with local law enforcement, emergency management agencies, mental health providers, and community organizations to enhance district safety planning, emergency preparedness, and coordinated student support services.	Superintendent, District Safety Coordinator	Ongoing		Partnership activities, safety planning documentation	

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 district will improve student well-being and engagement in school connectedness and belonging by maintaining at least a 96% average daily attendance rate, expanding access to social-emotional and mental health supports, and strengthening positive relationships among students, staff, families, and the community.

Evaluation Data Source(s):
Average Daily Attendance (96% or higher)
Chronic absenteeism rate
Student engagement and climate survey results
Family engagement participation
Access to counseling and social-emotional supports
Student behavior and connectedness indicators
Participation in CTE, fine arts, athletics, clubs, dual credit, etc.
Dropout rate

80

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement a district attendance improvement framework that emphasizes prevention, early intervention, family engagement, and coordinated supports to maintain at least a 96% average daily attendance rate.	District Truancy Coordinator, Campus Administrators	Ongoing		ADA, chronic absenteeism data, attendance intervention reports	
Strengthen district systems that support student social-emotional learning, mental health, and wellness through coordinated counseling services, behavioral health partnerships, crisis intervention, and referral processes.	Counselors, CIS Directors	Ongoing		Counseling utilization, referral data, student well-being indicators	
Foster a culture of belonging by implementing district initiatives that promote positive relationships, student	Campus Administrators	Ongoing		Climate survey results, student engagement indicators, participation	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
voice, leadership opportunities, character education, and inclusive school environments where every student feels connected and valued.				data	
Expand family and community engagement by strengthening communication, increasing opportunities for meaningful participation, and developing partnerships that support student success, attendance, and well-being.	Superintendent, Campus Administrators	Ongoing		Family engagement participation, communication metrics, survey results	
Utilize district climate, attendance, discipline, and perception data to monitor student well-being, identify trends, and guide continuous improvement efforts that strengthen school connectedness and student engagement.	District Leadership Team	Annually		District data reviews, attendance trends, climate survey results	81
Expand district systems that increase student engagement through Career & Technical Education, Fine Arts, Athletics, UIL, extracurricular organizations, leadership development, and after-school enrichment opportunities.	Superintendent HS Administration MS Administration	Ongoing		Course Catalog	
Continue to partner with the First Baptist Church and the San Antonio Food Bank to support monthly food distributions.	Director of Special Programs	June		Number of students participating in program	

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2022-23**		**2023-24**		**2024-25**	
Early Education	9	0.40%	8	0.40%	9	0.5%
Pre-Kindergarten	88	4.40%	79	4.00%	84	4.3%
Kindergarten	143	7.10%	145	7.30%	118	6%
Grade 1	164	8.20%	141	7.10%	157	8%
Grade 2	136	6.80%	158	8.00%	134	6.8%
Grade 3	144	7.20%	142	7.20%	157	8%
Grade 4	138	6.90%	145	7.30%	149	7.6%
Grade 5	150	7.50%	129	6.50%	148	7.5%
Grade 6	133	6.60%	152	7.70%	135	6.8%
Grade 7	140	7.00%	134	6.80%	168	8.5%
Grade 8	163	8.10%	144	7.30%	129	6.5%
Grade 9	160	8.00%	177	8.90%	156	7.9%
Grade 10	147	7.30%	149	7.50%	161	8.2%
Grade 11	150	7.50%	141	7.10%	142	7.2%
Grade 12	142	7.10%	140	7.10%	125	6.3%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2022-23**		**2023-24**		**2024-25**	
All Students	2007	100%	1984	100%		100%
American Indian or Alaska Native	3	0.10%	2	0.10%	3	0.2%
Asian	4	0.20%	4	0.20%	7	0.4%
Black or African American	16	0.80%	16	0.80%	10	0.5%
Hispanic/Latino	1333	66.40%	1301	65.60%	1327	67.3%
Native Hawaiian/Other Pacific	3	0.10%	3	0.20%	3	0.2%
Two or More Races	29	1.40%	27	1.40%	23	1.2%
White	619	30.80%	631	31.80%	599	30.4%
Economically Disadvantaged	1148	57.20%	1164	58.70%	1103	55.9%
At-Risk	930	46.30%	877	44.20%	654	33.2%
Special Education	210	10.50%	195	9.80%	358	18.2%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2021-22**	**2022-23**	**2023-24**
All Students	93	93.6	93.6
Male	93.2	93.7	93.8
Female	92.8	93.5	93.5
Hispanic/Latino	92.4	93.3	93.4
Black or African American	91.9	90.2	92.2
White	94	94.2	94
Two or More Races	96.3	95.2	95.1
Economically Disadvantaged	92.2	92.8	93
English Language Learner	92.7	93.3	92.4
Special Education	92.4	93	93.3
At-Risk	92	92.8	92.7

Annual Dropout Rate				
Student Group	**Grade Level**	**2021-22**	**2022-23**	**2023-24**
All Students	7-8	0	0.3	0
	9-12	1.5	1.1	1.4
Male	7-8	0	0	0
	9-12	2.2	1.8	1.5
Female	7-8	0	0.7	0
	9-12	0.7	0.3	1.3
Hispanic/Latino	7-8	0	0.5	0
	9-12	2	0.7	1.6
	9-12		0	0
White	7-8	0	0	0
	9-12	0.5	2.1	1
Two or More Races	7-8	0		0
	9-12	0	0	0
Economically Disadvantaged	7-8	0	0	0
	9-12	1.2	1	1.8
English Language Learner	7-8	0	0	0
	9-12	4	0	0
Special Education	7-8	0	2	0
	9-12	4.3	0	2.4
At-Risk	7-8	0	0.6	0
	9-12	1.4	1.6	1.6

Annual and Total Graduates

Annual Graduates						
Subgroup	**2021-22**		**2022-23**		**2023-24**	
All Students	122	100%	139	100%	156	100%
African American	0	0.00%	0	0.00%	2	1.3%
Asian	0	0.00%	0	0.00%	0	0%
Hispanic	77	63.10%	99	71.20%	106	67.9%
Two or More	2	1.60%	1	0.70%	2	1.3%
American Indian	0	0.00%	0	0.00%	0	0%
Pacific Islander	1	0.80%	0	0.00%	0	0%
White	42	34.40%	39	28.10%	46	29.5%
Economically Disadvantaged	64	52.50%	57	41.00%	75	48.1%
At-Risk	43	35.20%	76	54.70%	61	39.1%
English Language Learner	2	1.60%	3	2.20%	8	5.1%
Special Education	12	9.80%	16	11.50%	15	9.6%

Total Graduates (All Students)						
Graduate Type	**21-22**		**22-23**		**23-24**	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%	0	0.00%	0	0%
Foundation High School Program (Distinguished Levels of Achievement)	99	81.10%	103	74.10%	118	75.6%
Foundation High School Program (Endorsement)	0	0.00%	1	0.70%	16	10.3%
Foundation High School Program (No Endorsement)	23	18.90%	35	25.20%	22	14.1%
Minimum High School Program	0	%	0	0.00%	0	0%

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
	6	136	1608	35	26	101	74	57	42	21	15
	7	163	1656	40	25	123	75	71	44	35	21
	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	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
	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	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
	6	86	1593	25	29	61	71	31	36	13	15
	7	100	1632	29	29	71	71	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	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
	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
American Indian or Alaska Native	4	1									
American Indian or Alaska Native	5	1									
Asian	4	1									
	5	1									
	6	2									
Asian	3	1									
	5	1									
	6	1									

90

	7	2									
Black or African American	3	1									
	6	3									
	8	1									
Black or African American	3	1									
	4	1									
	7	1									
Native Hawaiian or Other Pacific Islander	4	1									
	8	1									
Native Hawaiian or Other Pacific Islander	5	1									

2024-25 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	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
	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	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
	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	4	1									
	6	2									
	7	3									
	8	3									
Two or More Races	3	3									
	5	1									
	7	2									
	8	4									

92

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
	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	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
	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

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
	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	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
	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	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
	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	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
	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	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
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	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
	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	
			#	%	#	%	#	%	#	%

All Students	170	4001	59	35	111	65	82	48	21	12
Hispanic/ Latino	120	3961	46	38	74	62	53	44	13	11
White	43	4143	9	21	34	79	27	63	8	19
Economically Disadvantaged	88	3855	40	45	48	55	26	30	7	8
Limited English Proficient	9	3617	8	89	1	11	0	0	0	0
Special Education	21	3643	15	71	6	29	2	10	0	0
At_Risk	48	3603	36	75	12	25	4	8	0	0

2025-26 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	163	4034	43	26	120	74	86	53	18	11
Hispanic/ Latino	112	3972	32	29	80	71	54	48	8	7
White	45	4188	9	20	36	80	29	64	9	20
Economically Disadvantaged	81	3955	23	28	58	72	40	49	3	4
Limited English Proficient	11	3685	7	64	4	36	1	9	0	0
Special Education	19	3559	14	74	5	26	2	11	0	0
At_Risk	84	3825	38	45	46	55	26	31	4	5

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	
			#	%	#	%	#	%	#	%
All Students	172	3906	67	39	105	61	80	47	4	2
Hispanic/ Latino	120	3863	52	43	68	57	50	42	2	2
White	50	4019	14	28	36	72	30	60	2	4
Economically Disadvantaged	83	3853	38	46	45	54	31	37	3	4
Limited English Proficient	15	3642	11	73	4	27	4	27	0	0
Special Education	25	3576	21	84	4	16	2	8	0	0
At_Risk	54	3624	39	72	15	28	7	13	0	0

2025-26 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	147	4024	42	29	105	71	82	56	7	5
Hispanic/ Latino	105	3985	33	31	72	69	53	50	5	5
White	38	4129	8	21	30	79	27	71	2	5
Economically Disadvantaged	73	3948	23	32	50	68	32	44	2	3
Limited English Proficient	10	3482	8	80	2	20	1	10	0	0
Special Education	17	3544	13	76	4	24	2	12	0	0
At_Risk	74	3773	36	49	38	51	21	28	0	0

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
	6	137	1698	30	22	107	78	40	29	10	7
	7	122	1722	60	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	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
	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	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

	6	87	1688	22	25	65	75	22	25	5	6
	7	81	1717	43	53	38	47	15	19	2	2
	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	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
	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
American Indian or Alaska Native	4	1									
American Indian or Alaska Native	5	1									
Asian	4	1									
	5	1									
	6	2									
Asian	3	1									
	5	1									
	6	1									
	8	2									
Black or African American	3	2									
	6	3									
	8	1									
Black or African American	3	1									

99

	4	1									
	7	1									
Native Hawaiian or Other Pacific Islander	4	1									
	8	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
	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	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
	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

100

Two or More Races	4	1									
	6	2									
	7	1									
	8	4									
Two or More Races	3	3									
	5	1									
	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	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
	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	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
	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

2024-25 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	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
	6	2									
	7	8	1734	4	50	4	50	2	25	0	0
	8	5	1709	5	100	0	0	0	0	0	0

2025-26 Mathematics STAAR Results

102

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

104

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	150	4062	24	16	126	84	75	50	45	30
Hispanic/ Latino	105	3982	18	17	87	83	49	47	27	26
White	41	4291	4	10	37	90	25	61	17	41
Economically Disadvantaged	71	3904	15	21	56	79	28	39	15	21
Limited English Proficient	9	3664	2	22	7	78	2	22	0	0
Special Education	15	3731	5	33	10	67	3	20	0	0
At_Risk	43	3639	18	42	25	58	7	16	3	7

2025-26 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	167	4124	26	16	141	84	102	61	50	30
Hispanic/ Latino	109	4025	20	18	89	82	60	55	23	21
White	51	4326	5	10	46	90	37	73	23	45
Two or More Races	5	4296	0	0	5	100	4	80	3	60
Economically Disadvantaged	84	3996	17	20	67	80	42	50	18	21
Limited English Proficient	7	3525	4	57	3	43	0	0	0	0
Special Education	18	3622	8	44	10	56	1	6	0	0
At_Risk	72	3827	23	32	49	68	23	32	7	10

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
	8	125	3989	30	24	95	76	61	49	19	15
Hispanic/ Latino	5	103	3507	58	56	45	44	9	9	1	1
	8	83	3915	23	28	60	72	35	42	12	14
Asian	5	1									

	8	1									
White	5	41	3728	17	41	24	59	10	24	4	10
	8	37	4162	6	16	31	84	23	62	7	19
	8	3									
Economically Disadvantaged	5	86	3459	55	64	31	36	5	6	0	0
	8	56	3847	18	32	38	68	20	36	6	11
Limited English Proficient	5	8	3425	6	75	2	25	0	0	0	0
	8	5	3430	4	80	1	20	1	20	0	0
Special Education	5	32	3359	24	75	8	25	1	3	0	0
	8	15	3251	14	93	1	7	1	7	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	
			#	%	#	%	#	%	#	%
All Students	143	4155	11	8	132	92	91	64	25	17
Hispanic/ Latino	100	4085	9	9	91	91	58	58	13	13

White	38	4328	1	3	37	97	30	79	11	29
Economically Disadvantaged	70	4025	7	10	63	90	36	51	6	9
Limited English Proficient	5	3624	2	40	3	60	1	20	0	0
Special Education	16	3930	4	25	12	75	6	38	2	13
At_Risk	29	3702	8	28	21	72	5	17	0	0

2025-26 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	140	4370	3	2	137	98	110	79	51	36
Hispanic/ Latino	95	4286	2	2	93	98	70	74	27	28
White	40	4579	0	0	40	100	36	90	22	55
Economically Disadvantaged	67	4276	1	1	66	99	49	73	16	24
Limited English Proficient	8	3823	0	0	8	100	1	13	0	0
Special Education	18	3895	2	11	16	89	7	39	0	0
At_Risk	64	4113	3	5	61	95	40	63	8	13

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	
			#	%	#	%	#	%	#	%
All Students	138	4235	6	4	132	96	95	69	45	33
Hispanic/ Latino	85	4143	3	4	82	96	55	65	19	22
White	47	4387	3	6	44	94	37	79	24	51
Economically Disadvantaged	48	4144	3	6	45	94	28	58	9	19
Limited English Proficient	5	3601	2	40	3	60	0	0	0	0
Special Education	17	3810	3	18	14	82	4	24	1	6
At_Risk	38	3882	4	11	34	89	12	32	2	5

2025-26 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	136	4215	6	4	130	96	97	71	44	32
Hispanic/ Latino	96	4170	4	4	92	96	64	67	26	27
White	39	4321	2	5	37	95	32	82	18	46
Economically Disadvantaged	63	4151	4	6	59	94	41	65	17	27

Limited English Proficient	7	3894	2	29	5	71	3	43	0	0
Special Education	20	3869	4	20	16	80	6	30	2	10
At_Risk	77	4061	5	6	72	94	45	58	12	16

110

2026-27 Campus Improvement Plan



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

Campus Site-Based Committee

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

Mission Statement

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

Vision

Core Beliefs

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

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

The State of Texas Public Education Goals

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)

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

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Conduct conference opportunities for parents and teachers	Principal, Asst. Principal, Counselor, Staff	August - June		Sign in Sheets, Band and Athletic Boosters member rosters; report cards, news articles	116
Distribute school newspaper, weekly, to community/staff.	Principal, Journalism Tchr, Other staff	August - June		News-Published	
Distribute Parent and Student Portal to parents and students	Principal, Counselor, APs, Secretary/Registrar	Parent and Student Portal		Parent and Student Portal Metrics	
Send progress reports through Parent Portal. Parents of Special Ed. Students & At-risk students as needed.	Teachers, Principal, APs, Counselor, Registrar. Faculty	September - June		Progress reports issued each three weeks, Parent Conferences	
Advertise school activities on marquee, local media, district website and social media	Principal, Ath. Dir., Journalism Teacher, Assistant Principal	August - June		Sign in sheets, Facebook participation	
Encourage parent participation in Band Boosters, Athletic Boosters, student organizations; i.e., FFA, FCCLA, UIL,etc.	Principal, Sponsors, Band Dir., Ath. Director, Club Sponsors,	August - June		Sign-in sheets at Open House, Booster Club Membership Rosters, Newspaper Articles	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
	APs, Lib. Dir.				
Encourage community participation in activities such as music concerts, athletic banquets, and theater productions.	Principal, Band Directors, Coaches, Theatre Director, Literary Director	August - June		Newspaper articles as approved by principal, Sign-in sheets, head counts, ticket sales	
Texas Public School Week, Red Ribbon Week	Principal, APs, Sponsors, Student Council, Art Instructor	August - June		Newspaper, Red Ribbon Distribution, Display of student art	
STAAR EOC Recognition	Principal, APs, Counselor, Staff, Maint. Personnel	June		Awards Distribution Master list on file	
Encourage parent participation at meet the teacher night	Principal, APs, counselor	August - October		Sign-in sheets from parent night	117
Senior Boy and Girl Student of the Month	Principal, Teachers	Monthly (nominations)		Academic performance, Citizenship, Involvement in Student Activities, Attendance	
Improve campus website, www.devineisd.org – NEW DHS (Wix) site	Principal, Technology Director, APC&I, Other staff	On weekly basis		Website, review technology survey	
Continue to hold a college/job fairs to provide knowledge to parents about post-secondary education	Principal; Counselor, APs, Teachers	Fall		Student attendance and participation, Parent Attendance	
Provide campus event calendar monthly or each grading period, with student activities, SBDM Meetings, Board Meetings, school sponsored activities	Principal, AP's, Athletic Directors, Other staff	August - June		Social Media, Physical Calendar, Notification on progress reports and Report cards	
Ensure the district communicates state and federal promotion and graduation requirements	Principal, Assistant Principals, Counselor	August - June		Articles in local paper, Social Media, Handbooks	
Provide involvement for parents at alternating settings and times –stagger times from other campuses	Principal, Assistant Principals, Counselor	August - June		Conference minutes, Parent night sign-in sheets	
Provide and communicate district and	Technology	August - June		Participation numbers,	

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

118

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students

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

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
					119
Provide timely communication to parents using the district's platform for communication, School Messenger, Remind and social media. Ensure parents are providing their primary email for school messenger.	campus administratiors	June 2027		Increase engagement in school messenger and social media	
Send a Weekly Newsletter	Principal	June 2027		Increase engagement in school events, messenger, and social media	

Goal 2	

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

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
					120
Establish a campus -wide data culture that uses multiple measures (local assessments, STAAR, Progress Measures, CCMR indicators) to monitor student achievement, identify trends, and guide continuous improvement.	Campus Administrators, Instructional Specialists, teachers	August - June		Monthly data reviews, annual accountability results	
Strengthen district curriculum management by ensuring a guaranteed and viable curriculum aligned to the TEKS		August - June		Ongoing Common assessment results, walkthrough data, student	
Strengthen instructional practices throughout the campus through data analysis, common formative assessments, intervention planning, and instructional adjustments.	Campus Administrators, Instructional Specialists, teachers	August – June		Observation and Feedback	
				walkthroughs	
	Teachers				

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

121

Goal 2	

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

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Support consistent implementation of adopted curriculum in RLA and Math through professional learning, implementation expectations, coaching, and monitoring.	Campus Administrators Instructional Specialists	August - June	**Description** EDUPHORIA	Walkthrough data; implementation rubrics; coaching documentation; student assessment data	122
Develop campus processes to regularly identify students who are on track, below expected growth, or significantly below expected growth and adjust supports accordingly.	Principal, AP's, Counselor, Teachers in four core areas	August - June	**Description** Test data from EDUPHORIA	EOC results, Student Academic Achievement Records	
Establish campus expectations for timely intervention and acceleration in RLA and Math based on multiple data sources, with particular attention to students who did not demonstrate growth the previous year.	Campus Administrators	August - June		HB1416 Rosters, Progress Monitoring Data	
Implement campus common formative and curriculum-based assessments aligned to the taught curriculum and use results to determine mastery, instructional gaps, and needed adjustments.	Campus Administrators Instructional Specialists			CBA results, data meeting agendas, comparison of local assessments to STAAR	

Goal 2	

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

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

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

Goal 2	

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

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Reward individuals with perfect attendance in all class periods, 6-week intervals	Principal, APs, Attendance Clerk	August - June	**Description** Prizes for drawing, Out of uniform days	Student attendance reports	
Contact parents about excessive absences, use Gmail and phone to notify parents of student absences	Asst. Principals, Counselors. Teachers Attendance Clerk, SRO, Truancy Staff	August - June	**Description** Email, telephone, Truancy Staff	Attendance Records	124
Continue Semester Examination Exemption Program to improve attendance and grades	Principal, Asst. Principal, Department Chairs, Attendance Clerk, Academy Staff	3rd and 6th six weeks	**Description** Staff, office records	Attendance Records	

Goal 3	

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

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Fully implement the District Curriculum Management Plan by establishing consistent expectations for curriculum development, instructional resources, assessment practices, instructional planning, and monitoring	Campus Administrators	On - going		Curriculum Management Plan monitoring, annual implementation review	125
Ensure pacing guides and common formative assessments are aligned with the Texas Essential Knowledge and Skills (TEKS) and district instructional expectations.	Instructional Specialists	August - June		Pacing guides and data from common formative assessments	
Implement campus data meetings that utilize common formative assessment data to monitor student learning, calibrate instructional practices, and ensure consistent curriculum implementation across campuses.	Campus Principals, Instructional Specialists	August - June		data meeting agendas/calendar common formative assessment implementation, campus monitoring	
Utilize campus instructional leadership teams to conduct routine curriculum implementation monitoring through classroom observations, lesson plan reviews, data evidence, and instructional feedback to ensure fidelity to campus expectations.	HS Administration	August - June		data meeting agendas / department chair meeting agendas	

Goal 3	

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

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Send teachers to Advanced Placement in-services as appropriate	Principal, Department Chairs, AP's, Asst. Supt. of C&I	August - June	**Description** Region 20, College Boards, Substitutes, TEA, Region XIII, Lead4ward	Budget, Conference certificates and/or voucher requests	
Encourage students to take the PSAT in the 10th and 11th grade by making it a requirement in Honors/AP classes.	Principal, Department Chairs, AP-G/T Coordinator, Counselor, AP's	August - June	**Description** Course booklets & standards chart	Test results and Sign-up sheets	126
Encourage students to take AP/Honors Science and mathematics courses that have advanced course weight.	Principal, Mathematics and Science Dept. Chairs, Counselor, AP's	August - June	**Description** Curriculum Materials, printed materials, Board Policy, CLEP for Bio/Chem	Budget, Student schedules	

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

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

127

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

Performance Objective 4.1:
The campus will recruit, hire, and retain highly qualified and effective personnel by maintaining competitive staffing levels, increasing employee retention, strengthening employee engagement, and fostering a positive organizational culture.

Evaluation Data Source(s):

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative 128
Foster a positive campus culture by implementing campus-wide employee recognition programs, wellness initiatives, staff appreciation activities, and opportunities for employee voice in campus decision-making.	HS Administration	August - June	**Description** Region 20	Climate and culture survey results, employee engagement data, retention rates	
Strengthen employee onboarding by providing comprehensive orientation, campus expectations, campus resources, peer mentor teachers, and ongoing support for all newly hired employees throughout their first year of employment.	HS Administration Instructional Specialist Department Chairs	August - June	**Description** Region 20	New employee survey results, first-year retention rates	
Utilize employee feedback, exit interviews, climate surveys, and retention data to identify trends and implement continuous improvement strategies that strengthen employee satisfaction and organizational effectiveness.	HS Administration	August - June	**Description** Course offerings, Texts, Staffing	Climate survey results, exit interview summaries, retention trends	

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

129

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

Performance Objective 4.2:
By the end of the 2026–2027 school year, Devine High School will increase the number of teachers earning or holding a Teacher Incentive Allotment (TIA) designation by 5 to 10 through targeted professional development, individualized coaching, and ongoing support focused on effective instruction, T-TESS performance, and measurable student growth, consistent with the district's approved designation process and timeline.

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

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide targeted professional development. Provide training aligned to T-TESS dimensions, emphasizing student engagement, questioning, differentiation, assessment, and student ownership of learning.	Principal, assistant principal, district TIA coordinator, and IS	May 2027		TTESS and TIA Student Growth Matrix	130
Implement individualized coaching. Use walkthrough and observation evidence to identify teacher strengths and growth areas, provide timely feedback, and establish actionable next steps.	Principal, assistant principal, district TIA coordinator, and IS	May 2027		TTESS and TIA Student Growth Matrix	
Clarify designation expectations. Communicate the district's TIA eligibility requirements, observation criteria, student growth measures, and timelines so teachers understand the designation process and available support.	Principal, assistant principal, district TIA coordinator, and IS	May 2027		TTESS and TIA Student Growth Matrix	
Monitor progress and adjust support. Review instructional performance and student growth data each grading period to identify progress, address needs, and adjust coaching and professional development.	Principal, assistant principal, district TIA coordinator, and IS	May 2027		TTESS and TIA Student Growth Matrix	

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

Performance Objective 5.1:
The campus will maintain safe, secure, and equitable learning environments on every campus by implementing comprehensive safety procedures, continuously evaluating emergency preparedness, promoting positive student behavior, and ensuring all students feel safe, valued, and supported. The campus will earn 100% pass rate on the intruder detection audit.

Evaluation Data Source(s):

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

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

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

132

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

Table of Contents

Campus Site-Based Committee....5
Mission Statement....6
Vision....6
Core Beliefs....6
State Goals and Objectives....7
The State of Texas Public Education Mission and Academic Goals....7
The State of Texas Public Education Goals....7
The State of Texas Public Education Objectives....7
TEA Commissioner's Strategic Priorities:....8
Federal, State and Local Funding Sources....9
Comprehensive Needs Assessment Summary....10
State Compensatory Education....15
Goals and Strategies....16
Goal 1....16
Goal 2....19
Goal 3....26
Goal 4....29
Goal 5....34
Goal 5....39
Summary of Expenditures in this Plan....42
Total Allocations and Expenditures by Funding Source....42
Total Expenditures by Object Type....43
Total Expenditures by Object Type and Funding Source....44
Student Performance Data....45
Enrollment....45
Attendance and Annual Dropout Rate....46
Annual and Total Graduates....48
Reading....49
English I....53
English II....54
Mathematics....54
Algebra I....58
Science....59
Biology....60
Social Studies....61
U.S History....63

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	150
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 152
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

154

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	156
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	157
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 158
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	159
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	160
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

163

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	164
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 166
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

170

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	171
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	172
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.					173

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

181

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

	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											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	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											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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											192
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

194

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	
			#	%	#	%	#	%	#	%

2026-27 Campus Improvement Plan



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

Table of Contents

Campus Site-Based Committee....4
Mission Statement....5
Vision....5
Core Beliefs....5
State Goals and Objectives....6
The State of Texas Public Education Mission and Academic Goals....6
The State of Texas Public Education Goals....6
The State of Texas Public Education Objectives....6
TEA Commissioner's Strategic Priorities:....7
Federal, State and Local Funding Sources....8
Comprehensive Needs Assessment Summary....9
State Compensatory Education....15
Goals and Strategies....16
Goal 1....16
Goal 2....17
Goal 3....23
Goal 4....24
Goal 5....26
Goal 5....27
Summary of Expenditures in this Plan....28
Total Allocations and Expenditures by Funding Source....28
Total Expenditures by Object Type....29
Total Expenditures by Object Type and Funding Source....30
Student Performance Data....31
Enrollment....31
Attendance and Annual Dropout Rate....32
Annual and Total Graduates....34
Reading....35
English I....39
English II....40
Mathematics....40
Algebra I....45
Science....46
Biology....46
Social Studies....47
U.S History....49

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.	211
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 **Source** Local Funds **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 **Source** Title I **Description** Additional 5th grade teacher	Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets.	212
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 **Source** Title I **Description** Instructional Specialist **Amount** 25000 **Source** Title I **Description** Character Ed/Art Lab aide **Amount** 25000 **Source** Title I **Description** Science/Ag Lab aid **Amount** 25000 **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 **Source** State Funds **Description** Interventionist **Amount** 20000 **Source** Title I **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 **Source** Title I **Description** Instructional Specialist	Walkthrough feedback, PLC data reports, IXL/Zearn usage logs, benchmark progress toward STAAR targets.	213
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 **Source** Title I **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 **Source** Title I **Description** Instructional Specialist **Amount** 65000 **Source** Title I **Description** Additional 5th grade teacher	PLC data reviews, lesson plan monitoring, walkthrough feedback, IXL Reading diagnostic growth, MOY Reading benchmark scores.	214
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 **Source** State Funds **Description** Interventionist **Amount** 20000 **Source** Title I **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 **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.	

215

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.	216

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.	217

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 **Source** Title I **Description** Instructional Specialist	Walkthrough data, PLC documentation, student work, and common assessment results	218
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.	219
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 **Source** Title I **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.	220

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.	221
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.			222

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

230

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										231
	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											234
	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	
			#	%	#	%	#	%	#	%

235

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

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	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											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	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

239

2024-25 Mathematics STAAR Results

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

240

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

241

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	
			#	%	#	%	#	%	#	%

242

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	
				#	%	#	%	#	%	#	%

243

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										244
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2026-27 Campus Improvement Plan

School Name	Ciavarra Elementary School
Address	112 N. Bentson Drive
Website	
Date Presented to School Board	November 16, 2026

Table of Contents

Campus Site-Based Committee....3
Mission Statement....4
Vision....4
Core Beliefs....4
State Goals and Objectives....5
The State of Texas Public Education Mission and Academic Goals....5
The State of Texas Public Education Goals....5
The State of Texas Public Education Objectives....5
TEA Commissioner's Strategic Priorities:....6
Goals and Strategies....7
Goal 1....7
Goal 2....9
Goal 3....12
Goal 4....14
Goal 5....17
Goal 5....18

Campus Site-Based Committee

Name	Position
Krystal Caddell	Community Member
Lindy Teetsel	Parent
Melissa Gutierrez	Teacher
Julie Petrash	Teacher
Carly Parson	Teacher
Ronda Shelton	Teacher
Mary Joyer	Assistant Principal
Mark Raygosa	Principal

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)

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 family capacity to support student learning by expanding access to instructional resources, family education opportunities, and two-way communication, resulting in increased parent participation in activities that reinforce student achievement.

Evaluation Data Source(s):
Parent participation records, event sign-in sheets, parent surveys, family engagement activity logs, and parent communication records.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Host Bronco Breakfasts, Reading Under the Stars, and Family Math & Literacy Nights to connect families to academic learning. Title I, Part A Component Addressed: #6 – Strategies to increase parental involvement. ESF Lever: Lever 3.1 – Family and Community Engagement	Principal, Counselor, Grade-Level Teams	September 2026 – April 2027	**Amount** 3,000 **Source** Local Funds	Parent participation records, event sign-in sheets, parent surveys, family engagement activity logs, and parent communication records.	251
Conduct Title I annual meetings and parent training sessions on supporting literacy and math at home (Bluebonnet resources).	Federal Programs Director, Principal, Counselor	September 2026 – April 2027	**Amount** 1,000 **Source** Local Funds	Sign-in sheets, Title I agendas, and evaluation forms.	
Establish a Parent Volunteer Program	Parent Liaison, Counselor	September 2026 – April 2027		Volunteer tracking records, staff feedback, and participation reports.	

Goal 1	Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Performance Objective 1.2:
By May 2027, John J. Ciavarra Elementary will strengthen two-way communication with families by providing consistent, timely, and accessible information regarding student learning, campus programs, and school events, with communication available in English and Spanish as needed.

Evaluation Data Source(s):
Parent communication logs, newsletters, SchoolMessenger/Remind communication records, parent conference documentation, translated communication records, and parent feedback.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Provide families with timely information regarding campus events, instructional programs, student expectations, and school activities through multiple communication platforms.	Principal, Assistant Principal, Teachers, Office Staff	August 2026–May 2027		Copies of newsletters, communication logs, website updates, parent notices, and communication records	252
Provide opportunities for families to communicate directly with teachers and campus staff regarding student progress, academic concerns, attendance, behavior, and other student needs.	Principal, Assistant Principal, Teachers, Counselor, Office Staff	August 2026–May 2027		Parent contact logs, conference records, communication documentation, and parent feedback	

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

Performance Objective 2.1:
By the end of the 2026–2027 school year, 75% of students will perform at or above grade level in reading, as measured by the mCLASS End-of-Year assessment. In addition, students identified as well below or below grade level will demonstrate progress towards their individualized mClass growth goals.

Evaluation Data Source(s):
Title I, Part A Component Addressed: #2 – Reform strategies that strengthen the core academic program.

ESF Lever: Lever 4.1 – High-Quality Curriculum and Lever 5.1 – Effective Instruction

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
By the end of the 2026–2027 school year, 75% of students will perform at or above grade level in reading, as measured by the mCLASS End-of-Year assessment. In addition, students identified as well below or below grade level will demonstrate progress towards their individualized mClass growth goals.	Principal, Instructional Specialist, Classroom Teachers, Instructional Coach	August 2026 – May 2027	**Amount** 3,000 **Source** Local Funds	Lesson plans and walkthrough data reflect consistent HQIM use; mClass MOY data shows increased proficiency. PLC minutes and instructional adjustments documented in lesson plans.	253

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

Performance Objective 2.2:
By the end of the 2026–2027 school year, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning RLA curriculum-embedded assessments in Reading Fluency and Reading Comprehension, as measured by end-of-unit assessment data.

Evaluation Data Source(s):
Bluebonnet Reading curriculum-embedded assessment data, end-of-unit assessment results, PLC data-analysis documentation, LIFT walkthrough data, and student work.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement Bluebonnet Reading with fidelity in Kindergarten through Grade 2, including adherence to the district scope and sequence, lesson internalization, and use of curriculum-embedded assessments to monitor student mastery. ESF Lever: 4 – High-Quality Instructional Materials and Assessments Additional ESF Lever: 5 – Effective Instruction Federal Program: Title I, Part A – Schoolwide Program	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		Bluebonnet assessment data, lesson internalization documentation, pacing checks, classroom walkthroughs, and student work	254
LIFT PLC and Observation/Feedback Cycles Utilize LIFT-supported PLCs, classroom walkthroughs, coaching, and observation/feedback cycles to strengthen implementation of Bluebonnet Reading and improve instructional practices based on student performance data.	Principal, Assistant Principal, Instructional Coach, K–2 Teachers, LIFT Support Staff	August 2026–May 2027		PLC documentation, LIFT walkthrough data, coaching feedback, Bluebonnet assessment results, and evidence of instructional adjustments	

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, at least 80% of students in Kindergarten through Grade 2 will demonstrate proficiency on Bluebonnet Learning Math module assessments, demonstrating mastery of grade-level mathematical knowledge and skills.

Evaluation Data Source(s):
Bluebonnet Math module assessment data, PLC data-analysis documentation, LIFT walkthrough data, student work, and instructional pacing data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Bluebonnet Math Implementation Implement Bluebonnet Math with fidelity in Kindergarten through Grade 2, including adherence to the district scope and sequence, lesson internalization, appropriate instructional pacing, and use of module assessments to monitor student mastery. ESF Lever: 4 – High-Quality Instructional Materials and Assessments Additional ESF Lever: 5 – Effective Instruction Federal Program: Title I, Part A – Schoolwide Program	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		Bluebonnet Math module assessment data, lesson internalization documentation, pacing checks, classroom walkthroughs, and student work	255
LIFT PLC and Observation/Feedback Cycles Utilize LIFT-supported PLCs, classroom walkthroughs, coaching, and observation/feedback cycles to strengthen implementation of Bluebonnet Math. Teachers will collaboratively analyze module assessment data, identify student misconceptions, and adjust instruction and intervention based on student needs.	Principal, Assistant Principal, Instructional Coach, K–2 Teachers	August 2026–May 2027		PLC documentation, LIFT walkthrough data, coaching feedback, Bluebonnet Math module assessment results, and evidence of instructional adjustments	

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):
HQIM implementation walkthroughs, LIFT observation and feedback tools, lesson internalization documentation, instructional pacing guides, PLC documentation, and student assessment data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Ensure 100% of K–2 teachers consistently implement Bluebonnet Reading and Bluebonnet Math with fidelity, aligned to the TEKS and district scope and sequence.	Principal, Assistant Principal, Instructional Coordinator, K–2 Classroom Teachers	August 2026 – May 2027		Lesson plans, lesson internalization documentation, instructional pacing checks, HQIM implementation walkthroughs, curriculum-embedded assessment results, and teacher feedback	256
Teachers will engage in lesson internalization, maintain appropriate instructional pacing, and utilize curriculum-embedded assessments to monitor student mastery and guide instructional decisions.	Principal, Assistant Principal, Instructional Coordinator, K–2 Classroom Teachers	August 2026 – May 2027		Lesson plans, lesson internalization documentation, instructional pacing checks, HQIM implementation walkthroughs, curriculum-embedded assessment results, and teacher feedback	

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):
PLC documentation, LIFT walkthrough and coaching data, lesson internalization documentation, curriculum-embedded assessment data, instructional pacing data, and evidence of instructional adjustments.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Conduct ongoing classroom observations, calibration walkthroughs, and instructional coaching cycles through the LIFT grant to monitor the implementation of Bluebonnet Reading and Bluebonnet Math.	Principal, Assistant Principal, Instructional Coordinator, LIFT Instructional Coaches, K–2 Classroom Teachers	September 2026 – May 2027		LIFT walkthrough and calibration records, classroom observation data, coaching logs, teacher feedback documentation, and evidence of instructional adjustments based on coaching recommendations	257
Campus leadership and instructional coaches will provide timely, actionable feedback focused on lesson internalization, instructional delivery, student engagement, and alignment to curriculum expectations. Teachers will use feedback to refine instructional practices and strengthen HQIM implementation.	Principal, Assistant Principal, Instructional Coordinator, LIFT Instructional Coaches, K–2 Classroom Teachers	September 2026 – May 2027		LIFT walkthrough and calibration records, classroom observation data, coaching logs, teacher feedback documentation, and evidence of instructional adjustments based on coaching recommendations	

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:
By May 2027, 100% of Ciavarra Elementary instructional staff will participate in professional learning and mentoring opportunities aligned to district and campus instructional priorities, with 90% of staff meeting or exceeding expectations on T-TESS performance domains

Evaluation Data Source(s):
Campus employee vacancies

T-TESS walkthrough and formal evaluation data

Staff professional development records

New teacher mentor logs and feedback surveys

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Collaborate with district leadership and Human Resources to identify and communicate staffing needs and impending vacancies in a timely manner. ESF Levers: Lever 2.1 – Recruit, Develop, and Retain High-Quality Staff and Lever 2.2 – Build Capacity and Leadership	Principal, Assistant Principal, Instructional Coordinator, District Human Resources, Mentor Teachers	August 2026 – May 2027		Staffing and vacancy records, new employee orientation documentation, mentor assignments, mentoring meeting records, staff retention data, and teacher feedback	
Promote a positive and supportive campus culture through regular staff recognition, celebrations of instructional success, collaborative decision-making, and opportunities for staff to provide feedback. Campus leadership will recognize staff contributions, encourage teamwork, maintain open communication, and provide ongoing support to promote staff satisfaction,	Principal, Assistant Principal, Instructional Coordinator, Campus Leadership Team, Sunshine Committee	August 2026 – May 2027		Staff climate and satisfaction survey results, staff participation in recognition activities, faculty meeting documentation, staff feedback, and staff retention data	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
professional growth, and retention. Title I: 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					
Provide new teachers and instructional staff with campus orientation, mentoring, instructional resources, and ongoing administrative support to promote professional growth, successful implementation of campus instructional expectations, and staff retention.	Principal, Assistant Principal, Instructional Coordinator, District Human Resources, Mentor Teachers	August 2026 – May 2027		new employee orientation documentation, mentor assignments, mentoring meeting records, staff retention data, and teacher feedback	259

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:
By May 2027, John J. Ciavarra Elementary will strengthen staff morale and school culture by increasing opportunities for staff recognition, collaboration, feedback, and support, with at least 90% of staff indicating a positive perception of campus culture and administrative support on end-of-year staff feedback or climate survey data.

Evaluation Data Source(s):
Staff climate surveys, staff feedback, meeting documentation, recognition records, participation data, and staff retention data.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement regular staff recognition and appreciation activities that acknowledge employee contributions, accomplishments, attendance, and support of campus goals.	Principal, Assistant Principal, Campus Leadership Team, Sunshine Committee	August 2026–May 2027		Recognition records, staff participation, staff feedback, climate survey results	260

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:
By May 2027, John J. Ciavarra Elementary will reduce the number of documented student behavior incidents occurring in unstructured learning environments, including playgrounds, cafeterias, restrooms, and hallways, by 20%, from 86 incidents in 2025–2026 to no more than 69 incidents in 2026–2027, through consistent supervision, clearly defined behavioral expectations, and proactive behavior interventions.

Evaluation Data Source(s):
Discipline incident data, location-specific behavior reports, referral data, supervision walkthroughs, and behavior intervention documentation.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Implement consistent campus-wide behavioral expectations, supervision procedures, and proactive behavior management strategies in unstructured learning environments, including playgrounds, cafeterias, restrooms, and hallways. Title I: 2.5, 2.6, 4.1, 4.2 ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Principal, Assistant Principal, Counselor, Classroom Teachers, Paraprofessionals, Campus Staff	August 2026 – May 2027		Student behavior incident reports, discipline referral data, supervision schedules, campus walkthroughs, and documentation of behavioral expectations and interventions	261
Staff will explicitly teach and reinforce appropriate student behavior, utilize active supervision, and consistently follow campus procedures to maintain a safe and supportive learning environment.	Principal, Assistant Principal, Counselor, Classroom Teachers, Paraprofessionals, Campus Staff	August 2026 – May 2027	**Source** Local Funds	Student behavior incident reports, discipline referral data, supervision schedules, campus walkthroughs, and documentation of behavioral expectations and interventions	

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:
By May 2027, John J. Ciavarra Elementary will maintain an average daily student attendance rate of at least 97% by strengthening family communication, implementing proactive attendance interventions, expanding access to social-emotional and mental health supports, and fostering positive relationships that promote student engagement, school connectedness, and a sense of belonging.

Evaluation Data Source(s):
Average Daily Attendance, six-week attendance reports, chronic absenteeism data, attendance intervention records, parent contact logs, counseling/support records, and student/family climate feedback.

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
Monitor student attendance regularly to identify patterns of absenteeism and students at risk of chronic absenteeism.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027	**Description** ASCENDER attendance reports, district attendance procedures, parent communication platforms, campus newsletters, attendance intervention resources, parent conference documentation	Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention documentation, and progress toward maintaining a 97% average daily attendance rate	262
Campus staff will communicate with families regarding attendance concerns, provide timely interventions, and collaborate with parents to address barriers to regular school attendance.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027		Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention	

Activity/Strategy	Responsible Person(s)	Timeline for Reaching Goal	Resources	Formative Evaluation Criteria	Formative
				documentation, and progress toward maintaining a 97% average daily attendance rate	
Attendance expectations and the importance of consistent school attendance will be communicated through campus newsletters, parent conferences, and other communication platforms.	Principal, Assistant Principal, Counselor, Behavior Specialist, Classroom Teachers, Special Education Staff	August 2026 – May 2027		Monthly attendance reports, six-week attendance data, identification and monitoring of students with excessive absences, parent contact logs, attendance intervention documentation, and progress toward maintaining a 97% average daily attendance rate	263

EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE A. GENERAL PROVISIONS

CHAPTER 4. PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS

Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES. (a) 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.

(b) The objectives of public education are:

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 shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

(1) increase students' knowledge of the deepest and noblest purposes of the United States and Texas;

(2) enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and

(3) guide students toward understanding and productively functioning 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.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.
Amended by Acts 2003, 78th Leg., ch. 82, Sec. 1, eff. Sept. 1, 2003.
Amended by:

Acts 2017, 85th Leg., R.S., Ch. 405 (H.B. 136), Sec. 1, eff. June 1, 2017.

Acts 2021, 87th Leg., R.S., Ch. 1005 (H.B. 4509), Sec. 1, eff. June 18, 2021.

Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS. To serve as a foundation for a well-balanced and appropriate education:

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.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: Designate Nonbusiness PIA Days

Background Information:

HB 3033, passed during the 88th legislative session in 2023, amends the Public Information Act (PIA) by limiting the number of "nonbusiness" days for school districts. This legislation will greatly reduce response times for PIA requests when Districts are closed for business. It will require Board action to designate nonbusiness PIA days and to update district calendars for purposes of responding to PIA requests. The new law took effect September 1, 2023.

Administrative Consideration:

While there was no change to the 10 business-day deadline for a governmental body to respond to a PIA request or to request an Attorney General opinion, there was a significant change as to what constitutes a nonbusiness day for PIA requests. Prior to HB 3033, days when districts were closed (such as holiday breaks) were not counted in the deadline calculations. Now, the statute expressly limits nonbusiness day exclusions to weekend days, national and state holidays, and the Friday or Monday after a holiday which falls on a weekend and is earlier/later observed.

Authority to designate districts' nonbusiness days is provided solely to the board of trustees. *It is important to note that this change in the calculation of business and nonbusiness days only applies to requests under the Public Information Act and does not apply to any other timeline that includes only District business days.

Budgetary Consideration:

None.

Supporting Documents:

Email from Walsh Gallegos

Recommendation:

Set nonbusiness PIA days as follows: January 4, 2027; March 10, 2027; March 11, 2027; March 12, 2026; November 22, 2027; November 23, 2027; November 24, 2027; December 20, 2027; December 23, 2027; December 31, 2027.

Respectfully Submitted by:

Todd Grandjean
Superintendent of Schools

Geri Woods <geri.woods@devineisd.org>

Fwd: HB 3033 Crucial NEW Deadlines for Responding to PIA Requests

1 message

Todd Grandjean <todd.grandjean@devineisd.org> Fri, Jul 21, 2023 at 8:24 AM
To: Geri Woods <geri.woods@devineisd.org>, Dawn Schneider <dawn.schneider@devineisd.org>, Shannon Ramirez <shannon.ramirez@devineisd.org>, abigail beadle <abigail.beadle@devineisd.org>

---------- Forwarded message ---------
From: **Walsh Gallegos** <info@wabsa.com>
Date: Fri, Jul 21, 2023, 8:01 AM
Subject: HB 3033 Crucial NEW Deadlines for Responding to PIA Requests
To: <todd.grandjean@devineisd.org>

Can't View this email? View it Online

WALSH GALLEGOS
TREVIÑO KYLE & ROBINSON P.C.

NEWS ALERT!

HB 3033 Crucial NEW Deadlines for Responding to PIA Requests

HB 3033, passed during the regular legislative session, amends the Public Information Act (PIA) by limiting the number of “nonbusiness” days for school districts. This legislation will greatly reduce response times for PIA requests when Districts are closed for business. It will require Board action to designate nonbusiness PIA days and to update district calendars for purposes of responding to PIA requests. The new law takes effect September 1, 2023.

While there was no change to the 10 business-day deadline for a governmental body to respond to a PIA request or to request an Attorney General opinion, there was a significant change as to what constitutes a nonbusiness day for PIA requests. Prior to HB 3033, days when districts were closed (such as holiday breaks) were not counted in the deadline calculations. Now, the statute expressly limits nonbusiness day exclusions to weekend days, national and state holidays, and the Friday or Monday after a holiday which falls on a weekend and is earlier/later observed.

SIGNIFICANT CHANGE - The PIA now specifically states that in addition to the weekends and holidays listed above, nonbusiness PIA days may be designated when District administrative offices are closed or operating with minimal staffing. However, school districts may designate **no more than TEN nonbusiness days** within each **calendar** year for purposes of the PIA. Authority to designate districts' nonbusiness days is provided solely to the board of trustees. **It is important to note that this change in the calculation of business and nonbusiness days only applies to requests under the Public Information Act and does not apply to any other timeline that includes only District business days.*

For PIA requests, however, this means you will not be able to delay responses to requests for public information for all the days of your holiday and Spring/Summer breaks when your administrative offices are closed. Your Board will be able to designate no more than 10 nonbusiness PIA days for inclusion in deadlines for responding to PIAs or to request an Attorney General opinion.

PIA requests will now require acute awareness in counting days for mandated response times, including where nonbusiness days are designated in the calendar year. No longer may districts rely solely on their school closure calendars to anchor PIA request response procedures and deadlines.

District procedural updates may consider:

- Board action to designate nonbusiness PIA days for each calendar year limited only to PIA requests.
- The impact on PIA requests during holiday breaks—specifically Winter and Spring breaks.
- Adopting the Attorney General's form and posting on the District website to allow for more uniform responses, if the District has not already done so.

Walsh Gallegos attorneys can assist in reviewing your procedures and walking you through these new requirements to ensure compliance with this new legislation. We

recommend Board action be taken during an August meeting to designate the ten nonbusiness PIA days and amend your policy to reflect what those days are.

Contact Walsh Gallegos attorneys toll free at the numbers listed below:

Amarillo Office - 888-622-6864
Austin Office - 800.252.3405
Houston Office - 888.565.6864
Irving Office - 800.231.4207
Rio Grande Valley Office - 866.770.6864
San Antonio Office - 800.232.9169
Albuquerque Office - 800.771.6864

This email update was prepared by Walsh Gallegos attorneys Elizabeth Neally and Shellie Hoffman Crow and is provided as a benefit to our clients. The information in this email was created by Walsh Gallegos Treviño Kyle & Robinson P.C. It is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.



Walsh Gallegos Treviño Kyle & Robinson P.C.
505 E. Huntland Dr., Suite 600, Austin, TX 78752
Telephone: 512.454.6864
If you wish to unsubscribe click here

CONFIDENTIALITY NOTICE: *The information contained in this transmission may contain privileged and confidential information and is intended only for the use of the person(s) named above. If you are not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please contact the sender immediately by reply e-mail and destroy all copies of the original message. This message may be subject to disclosure under the Open Records Act.*

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026
Agenda Item: Turnaround Plan

Background Information:
Devine Intermediate has developed a Campus Turnaround Plan in response to Texas Education Agency (TEA) accountability requirements. The plan identifies areas requiring improvement and establishes specific goals, strategies, and action steps to strengthen academic performance, improve instructional practices, and increase student achievement. It also outlines the resources, staffing, and monitoring processes necessary to support successful implementation. The plan is being presented to the Devine ISD Board of Trustees for review and approval in accordance with Texas Education Code Chapter 39A. Following Board approval, the plan will be submitted to the Texas Education Agency for review and approval.

Administrative Consideration:
District administration has reviewed the Devine Intermediate Campus Turnaround Plan and supports its implementation. Approval of the plan will authorize the district and campus administration to proceed with the identified goals, strategies, and action steps, monitor progress, and provide ongoing support to ensure the plan is effectively implemented. Administration will oversee the required reporting and submission to the Texas Education Agency and provide updates to the Board of Trustees regarding progress and outcomes.

Budgetary Consideration:

Supporting Documents:
DIS Turnaround Plan

Recommendation:
Approve the Turnaround Plan

Respectfully Submitted by:

Todd Grandjean
Superintendent of Schools

Devine Independent School District
Board of Trustees Agenda Document

Meeting Date: November 16, 2026

Agenda Item: Final Payment for the Fencing Project

Background Information:

CV(LOCAL)-A

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

Administrative Consideration:

Compliance in regulations and guidance through Safety Cycle 1 safety funds.

Budgetary Consideration:

Supporting Documents:

Pay application attached

Recommendation:

Approve final payment in the amount of $39,708.50 for the fencing project.

Respectfully Submitted by:

Kandy Stein
Director of Operations/Custodial Services

Approved by:

Dr. Todd Grandjean
Superintendent of Schools

APPLICATION AND CERTIFICATION FOR PAYMENT

AIA DOCUMENT G702 PAGE 1 OF 2 PAGES

TO OWNER:
Devine ISD
605 W Hondo Ave
Devine, TX 78016

PROJECT: District Fencing Upgrades
Devine, TX

APPLICATION NO Ret

Distribution to:
[ ] OWNER
[ ] ARCHITECT
[X] CONTRACTOR
[ ]
[ ]

PERIOD TO: 7/31/26

FROM CONTRACTOR:
The Anchor Group, Inc.
1470 N. Business I.H. 35
New Braunfels, TX 78130
Phone: (830) 606-5516

VIA ARCHITECT:

CONTRACT NO:

CONTRACT DATE June 17, 2024

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract.
Continuation Sheet, AIA Document G703, is attached.

1. ORIGINAL CONTRACT SUM		$ 833,400.00
2. Net change by Change Orders		$ (39,230.00)
3. CONTRACT SUM TO DATE (Line 1 ± 2)		$ 794,170.00
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703)		$ 794,170.00
5. RETAINAGE:		
a. 5 % of Completed Work (Column D + E on G703)	$ 0.00	
b. % of Stored Material (Column F on G703)	$ 0.00	
Total Retainage (Lines 5a + 5b or Total in Column I of G703)		$ 0.00
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)		$ 794,170.00
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)		$ 754,461.50
8. CURRENT PAYMENT DUE		$ 39,708.50
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6)		$ 0.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	$0.00	($39,230.00)
Total approved this Month	$0.00	$0.00
TOTALS	$0.00	($39,230.00)
NET CHANGES by Change Order	($39,230.00)	

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: The Anchor Group, Inc.
1470 N. Business I.H. 35
New Braunfels, TX 78130

274

By: Russell Moore Date: July 22, 2026
Russell Moore, Vice President

State of: Texas County of: Comal
Subscribed and sworn to before me this 22nd day of: July, 2026
Notary Public: Cathryn Sledge
My Commission expires: March 5, 2030

CATHRYN SLEDGE
Notary Public, State of Texas
Comm. Expires 03-05-2030
Notary ID 129735624

ARCHITECT'S CERTIFICATE FOR P

In accordance with the Contract Documents, based on on-site ob comprising the application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED . . . . . $ 39,708.50

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and onthe Continuation Sheet that are changed to conform with the amount certified.)

ARCHITECT:

By: Date: 10/21/26

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

AIA DOCUMENT G702 · APPLICATION AND CERTIFICATION FOR PAYMENT · 1992 EDITION · AIA · ©1992 THE AMERICAN INSTITUTE OF ARCHITECTS, 1735 NEW YORK AVE., N.W., WASHINGTON, DC 20006-5292

Users may obtain validation of this document by requesting a completed AIA Document D401 - Certification of Document's Authenticity from the Licensee.

CONTINUATION SHEET

AIA DOCUMENT G703 **PAGE 2 OF 2 PAGES**

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT, containing
Contractor's signed certification is attached.
In tabulations below, amounts are stated to the nearest dollar.
Use Column I on Contracts where variable retainage for line items may apply.

APPLICATION NO: Ret
APPLICATION DATE: July 22, 2026
PERIOD TO: July 31, 2026
ARCHITECT'S PROJECT NO:

A	B	C	D	E	F	G		H	I
ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	WORK COMPLETED FROM PREVIOUS APPLICATION (D + E)	WORK COMPLETED THIS PERIOD	MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G ÷ C)	BALANCE TO FINISH (C - G)	RETAINAGE (IF VARIABLE RATE) 0%
1	chiaveraia elem. Materials	$81,807.00	$81,807.00	$0.00	$0.00	$81,807.00	100%	$0.00	$4,090.35
2	chiaveraia elem. Labor	$55,638.00	$55,638.00	$0.00	$0.00	$55,638.00	100%	$0.00	$2,781.90
3	intermeduate fence materials	$57,000.00	$57,000.00	$0.00	$0.00	$57,000.00	100%	$0.00	$2,850.00
4	intermeduate fence labor	$39,665.00	$39,665.00	$0.00	$0.00	$39,665.00	100%	$0.00	$1,983.25
5	HS & MS fence materials	$89,238.00	$89,238.00	$0.00	$0.00	$89,238.00	100%	$0.00	$4,461.90
6	HS & MS fence labor	$62,954.00	$62,954.00	$0.00	$0.00	$62,954.00	100%	$0.00	$3,147.70
7	alternative school materials	$22,103.00	$22,103.00	$0.00	$0.00	$22,103.00	100%	$0.00	$1,105.15
8	alternative school labor	$19,590.00	$19,590.00	$0.00	$0.00	$19,590.00	100%	$0.00	$979.50
9	contingency	$90,000.00	$90,000.00	$0.00	$0.00	$90,000.00	100%	$0.00	$4,500.00
10	alt #1	$97,800.00	$97,800.00	$0.00	$0.00	$97,800.00	100%	$0.00	$4,890.00
11	alt #2	$106,900.00	$106,900.00	$0.00	$0.00	$106,900.00	100%	$0.00	$5,345.00
12	alt #3	$31,800.00	$31,800.00	$0.00	$0.00	$31,800.00	100%	$0.00	$1,590.00
13	softball field materials	$24,359.00	$24,359.00	$0.00	$0.00	$24,359.00	100%	$0.00	$1,217.95
14	softball field labor	$29,946.00	$29,946.00	$0.00	$0.00	$29,946.00	100%	$0.00	$1,497.30
15	alt # 4	$24,600.00	$24,600.00	$0.00	$0.00	$24,600.00	100%	$0.00	$1,230.00
16	Change Order #1	($3,600.00)	($3,600.00)	$0.00	$0.00	($3,600.00)	100%	$0.00	($180.00)
17	Change order #2	($34,906.00)	($34,906.00)	$0.00	$0.00	($34,906.00)	100%	$0.00	($1,745.30)
	Change Order #3	($724.00)	($724.00)	$0.00	$0.00	($724.00)	100%	$0.00	($36.20)
	GRAND TOTALS	**$794,170.00**	**$794,170.00**	**$0.00**	**$0.00**	**$794,170.00**	**100%**	**$0.00**	**$39,708.50**

275

Users may obtain validation of this document by requesting of the license a completed AIA Document D401 - Certification of Document's Authenticity

AIA DOCUMENT G703 · CONTINUATION SHEET FOR G702 · 1992 EDITION · AIA · ©1992
THE AMERICAN INSTITUTE OF ARCHITECTS, 1735 NEW YORK AVENUE, N.W. WASHINGTON, D.C. 20006-5232