Ysleta Independent School District

Parkland Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Our commitment is to provide engaging, equitable and effective education for all students. We will promote a safe and supportive environment.

Vision

To be a thriving school community where every student feels safe, valued, and empowered to achieve academic excellence, grow as a leader, and make a positive difference in the world.

Growing Leaders One Day at a Time.

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Comprehensive Needs Assessment

Demographics

Summary

Parkland Elementary is a diverse PreK–5 campus within Ysleta Independent School District, serving approximately 440 students. The campus community is predominantly Hispanic, with approximately 95% of students identifying as Hispanic. Approximately **89.8% of students are economically disadvantaged**, and **29.8% are identified as Emergent Bilingual/English Learners**. Additionally, approximately **26% of students receive Special Education services**, and approximately **9.2% are military-connected**, reflecting Parkland's commitment to supporting military families as a Purple Heart campus.

Parkland's provides equitable access to high-quality instruction, differentiated learning opportunities, language supports, family engagement, and targeted academic interventions. Despite the socioeconomic and instructional needs represented within the student population, Parkland continues to demonstrate a strong commitment to student growth and achievement. The campus earned an **A rating from the Texas Education Agency in 2026**, reflecting the collective efforts of students, families, teachers, and staff.

Strengths

Parkland Elementary's primary strengths include strong academic growth, success in closing achievement gaps, and exceptional performance in Reading/Language Arts. The campus earned a historic A rating with an overall score of 90, including a 92 in Closing the Gaps. Parkland also earned distinctions in Academic Achievement in Reading/Language Arts, Top 25% Comparative Academic Growth, and Top 25% Comparative Closing the Gaps. These accomplishments are especially significant because approximately 90% of Parkland students are economically disadvantaged, demonstrating the campus's commitment to high expectations, equitable learning opportunities, and continuous academic growth for all students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Although the campus earned an A rating and demonstrated strong academic growth, the high percentage of students requiring additional academic, linguistic, social-emotional, and specialized support creates an ongoing need to ensure equitable access to rigorous instruction and consistent learning opportunities for all student groups.	

★ = Priority

Student Learning

Summary

Students are demonstrating significant progress and growth in their academic performance. This advancement is evident through their achievements in the Texas Essential Knowledge and Skills (TEKS) assessments, which are derived from various Common Formative Assessments (CFAs). These assessments are crucial in measuring students' understanding and mastery of the curriculum, and the positive results reflect the effectiveness of our instructional strategies and the dedication of our teaching staff.

Strengths

Our students have shown remarkable progress in both Reading and Math, with year-to-year improvements that reflect the dedication of our educators and the effectiveness of our curriculum. This consistent growth is a testament to the hard work of our students and the supportive learning environment we strive to maintain, ensuring that each child reaches their full potential in these fundamental areas.

Additionally, our emergent bilingual students are making significant strides in language acquisition, which is a critical component of their overall academic success. This progress highlights the strength of our language programs and the commitment of our teachers to provide tailored instruction that meets the diverse needs of our student body. By fostering an inclusive and supportive atmosphere, we are empowering our bilingual students to excel and become confident communicators in multiple languages.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although students have demonstrated consistent year-to-year growth in Reading and Math and emergent bilingual students continue to make progress in language acquisition, student achievement data indicate that not all students consistently demonstrate mastery of grade-level TEKS--particularly at the Meets and Masters performance levels. Continued emphasis is needed on differentiated, data-driven ins	Instructional responses to CFA and progress-monitoring data are not yet implemented with consistent depth and frequency across all grade levels, resulting in uneven differentiation, intervention, and enrichment for students who have not mastered--or are ready to exceed--grade-level standards.

★ = Priority

School Processes & Programs

Summary

Parkland Elementary implements a standards aligned curriculum through grade level planning, Professional Learning Teams (PLTs), and regular review of student work and assessment data. Teachers use district curriculum resources, structured literacy practices, and targeted small group instruction to address student needs. i-Ready and AMIRA provide additional practice and progress information that teachers use to plan interventions, tutoring, and enrichment.

Professional development focuses on effective instruction, assessment, and the needs identified through classroom walkthroughs and student data. Campus leaders, instructional staff, and the Guiding Coalition support collaborative planning and help grade levels set goals, monitor progress, and adjust instruction. Leadership decisions are informed by campus data, staff input, and feedback from the Campus Educational Improvement Committee (CEIC).

The campus communicates with families through newsletters, meetings, direct outreach, and bilingual materials. Schedules provide time for core instruction, intervention, and collaborative planning. Support services, after school tutoring, intersession learning, student leadership opportunities, and family engagement events extend learning and strengthen students' connection to school. Technology is integrated into instruction and assessment, with staff using digital tools to monitor progress and respond to learning needs. Together, these programs and processes support Parkland's commitment to high expectations and learning for every student.

Strengths

Parkland Elementary has established collaborative processes that support consistent instruction and continuous improvement. Grade level Professional Learning Teams (PLTs) review student work and assessment data, plan instruction, and identify students who need intervention or enrichment. The Guiding Coalition supports this work by helping teams set goals and strengthen practices across grade levels.

Teachers use standards aligned curriculum resources, structured literacy practices, small group instruction, and technology tools such as i-Ready and AMIRA to meet varied learning needs. Professional development, instructional walkthroughs, and feedback help staff refine their practice. After school tutoring and intersession programs provide additional learning time for students.

Parkland also benefits from strong communication and family engagement. Bilingual outreach, campus events, and opportunities for parent participation help connect families to their children's learning. These processes reflect a shared commitment to high expectations, collaboration, and student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The implementation and monitoring of these processes are not yet consistent across all grade levels and classrooms. Greater alignment is needed in the use of assessment data, PLT practices, intervention and enrichment systems, and progress-monitoring procedures to ensure that all programs are implemented with fidelity and effectively address the academic, linguistic, and social emotional needs.	Staff members need additional protected collaboration time, targeted professional development, clearly defined implementation expectations, and consistent administrative monitoring and feedback to ensure that campus processes and programs are implemented effectively and uniformly.

★ = Priority

Perceptions

Summary

Parkland Elementary seeks to maintain a welcoming, supportive school culture in which students, families, and staff feel valued. Our “Leading with Love” approach and commitment to high expectations guide daily interactions and decisions. Bilingual communication, family events, volunteer opportunities, and community partnerships provide ways for families to connect with the campus and participate in their children’s education.

The campus gathers perspectives through parent engagement feedback, participation records, staff and student input, and conversations with families and community members. These sources help campus leaders consider how well communication, programs, and support services are meeting the needs of our school community. As part of the needs assessment, Parkland will review available survey results, feedback, participation trends, and staff retention data to identify strengths and areas for improvement. Continued attention to whose voices are represented will help us make decisions that reflect the needs of all Parkland families and students.

Strengths

Parkland’s strengths include a caring campus culture, a shared belief in students’ ability to succeed, and multiple opportunities for families to engage with the school. Bilingual communication helps the campus reach families in their preferred language, while family events, volunteers, and community partnerships strengthen connections beyond the classroom. Staff collaboration and a commitment to listening to student and family feedback provide a foundation for improving the campus experience.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although Parkland Elementary promotes a positive, school culture and maintains communication with staff, students, families, community, participation and feedback data indicate that stakeholder engagement is not yet consistent across all groups. Additional opportunities are needed to gather and respond to student, staff, and parent feedback, strengthen two-way communication.	The campus lacks a consistent, systematic process for collecting, analyzing, communicating, and responding to stakeholder feedback. In addition, scheduling, language, transportation, and awareness barriers may limit participation among some families and community members.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **School safety data**

- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**
- [x] **Other**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

K-5 Teachers will implement high-instructional strategies in classroom through PLT process and intervention

Strategy's Expected Result/Impact: Increase number of students who making progress

Staff Responsible for Monitoring: K-5 Teachers and staff

Funding Sources: Materials and supplies for training Title I, Part A, $3,000

Formative Reviews

November	March	May

Performance Objective 2

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Kindergarten through 2nd grade teachers will use AMIRA assessment results and classroom reading data to identify students below Level 4 and provide targeted small group reading instruction at least three times per week. Instruction will focus on each student's identified needs in phonemic awareness, phonics, fluency, vocabulary, or comprehension. Grade level teams will review progress monthly, adjust groups and instruction, and offer additional intervention or tutoring to students who are not on track to reach Level 4 by the end of the year.

Strategy's Expected Result/Impact: Increase the number of students at or above level 4 by the end of the year.

Staff Responsible for Monitoring: K-2 teachers, interventionists, instructional coaches, and campus administrators.

Formative Reviews

November	March	May

Performance Objective 3

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Kindergarten through 2nd grade teachers will use beginning of year and ongoing i-Ready math data to identify students' skill needs. Teachers will provide targeted small group instruction during the intervention block, use manipulatives and problem-solving tasks to build understanding, and assign i-Ready lessons aligned to each student's needs. Grade level teams will review progress monthly and adjust instruction and intervention groups.

Strategy's Expected Result/Impact: Students will show growth in foundational math skills on i-Ready assessments. By the end of the year, at least 25% of Kindergarten through 2nd grade students will achieve Level 4 or higher on the EOY i-Ready math assessment.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches and K-2 teachers.

Formative Reviews

November	March	May

Performance Objective 4

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Third grade teachers will use STAAR-aligned assessments, student work, and classroom data to identify skill gaps and plan targeted small group instruction. During grade level planning meetings, teachers will review progress, adjust instruction, and provide intervention or tutoring for students who are not on track to reach Meets Grade Level.

Strategy's Expected Result/Impact: Students will demonstrate improved mastery of grade level standards on classroom assessments and STAAR-aligned assessments. At least two-thirds of third grade students will achieve Meets Grade Level on STAAR.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, and third grade teachers.

Formative Reviews

November	March	May

Performance Objective 5

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Teachers in STAAR-tested grades and subjects will use prior STAAR results, interim assessments, and student work to set individual growth goals. During Professional Learning Team meetings, teachers will review progress, adjust instruction, and provide targeted small group support and tutoring for students who are not on track to meet their growth goals.

Strategy's Expected Result/Impact: Students will make measurable progress toward their individual goals throughout the year. At least two in three students will demonstrate academic growth as measured by STAAR.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, interventionists, and teachers in STAAR-tested grades and subjects.

Formative Reviews

November	March	May

Performance Objective 6

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Teachers in STAAR-tested grades and subjects will use prior STAAR results, interim assessments, and student work to identify students' needs and provide targeted, standards aligned instruction. Professional Learning Teams will review progress regularly, adjust small group instruction, and coordinate intervention and tutoring for students who are not yet on track to reach Meets Grade Level.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery of grade level standards on classroom and interim assessments. At least 50% of students will achieve Meets Grade Level on STAAR exams.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, interventionists, and teachers in STAAR-tested grades and subjects.

Formative Reviews

November	March	May

Performance Objective 7

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Teachers of emergent bilingual (EB) students will use STAAR, interim assessment, and language development data to plan grade level instruction with explicit academic vocabulary, language supports, and structured opportunities for students to read, write, discuss, and explain their thinking. Professional Learning Teams will review EB student progress regularly and adjust small group instruction, intervention, and tutoring based on identified needs.

Strategy's Expected Result/Impact: EB students will strengthen their academic language and demonstrate increased mastery of grade level standards on classroom and interim assessments. At least one in three EB students will achieve Meets Grade Level on STAAR exams.

Staff Responsible for Monitoring: Principal, assistant principal, bilingual/ESL program staff, instructional coaches, and teachers of EB students in STAAR-tested grades and subjects.

Formative Reviews

November	March	May

Performance Objective 8

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

General education and special education teachers will collaborate to provide students receiving special education services with grade level instruction, their required IEP accommodations, and targeted support based on assessment data. During Professional Learning Team meetings, staff will review student work and interim assessment results, monitor progress toward individual goals, and adjust instruction, intervention, and tutoring as needed.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased mastery of grade level standards on classroom and interim assessments. At least one in four students receiving special education services will achieve Meets Grade Level on STAAR exams.

Staff Responsible for Monitoring: Principal, assistant principal, special education staff, instructional coaches, and teachers in STAAR-tested grades and subjects.

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Campus leadership will gather staff feedback through the Employee Engagement Survey, staff meetings, and regular check-ins. Leadership will share key themes with staff, identify priority concerns, and work with staff representatives to implement and communicate improvements. Progress on those actions will be reviewed throughout the year so staff can see how their feedback informed decisions.

Strategy's Expected Result/Impact: Staff will report stronger communication, support, and opportunities to contribute to campus decisions. Parkland Elementary will receive an overall satisfaction score of 4.0 or higher out of 5.0 on the Employee Engagement Survey.

Staff Responsible for Monitoring: Principal, assistant principal, and Guiding Coalition members.

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Parkland Elementary will provide families with regular bilingual communication, accessible opportunities to participate in campus events and decision-making, and timely responses to questions and concerns. Campus leadership and will review parent feedback and participation data, share key themes with staff and the CEIC, and make improvements based on identified needs.

Strategy's Expected Result/Impact: Families will report that they feel welcomed, informed, and able to partner with the school. Parkland Elementary will receive a parent satisfaction score of 4.0 or higher out of 5.0 on the Parent Satisfaction Survey.

Staff Responsible for Monitoring: Principal, assistant principal, counselor, CEIC

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Parkland Elementary will host at least one parent meeting or family and community engagement activity during each nine-week grading period. The campus staff will plan accessible, bilingual opportunities connected to student learning and family interests. Staff will communicate event details through multiple channels, collect sign-in sheets and participant feedback, and use that feedback to plan future activities.

Strategy's Expected Result/Impact: Families and community members will have regular opportunities to connect with the campus and support student learning. The campus will document at least one parent meeting or engagement activity per nine weeks and use participation and feedback data to improve future events.

Staff Responsible for Monitoring: Principal, assistant principal, Counselor, and CEIC.

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Parkland Elementary will offer a range of age-appropriate academic, athletic, fine arts, leadership, and volunteer activities throughout the year. Staff will share opportunities with families in English and Spanish, encourage students who have not yet participated to join, and address barriers to participation when possible. Activity sponsors will maintain rosters, and campus leadership will review participation by student to identify gaps and expand opportunities.

Strategy's Expected Result/Impact: More students will develop interests, relationships, and a sense of belonging through activities beyond the classroom. By the end of the school year, at least 50% of enrolled students will have participated in one or more qualifying extracurricular activities, as documented by activity rosters.

Staff Responsible for Monitoring: Principal, assistant principal, counselor and activity sponsors.

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Campus administration and the budget clerk will review the campus budget and expenditures monthly, track purchase orders and remaining balances, and prioritize spending according to instructional needs and Campus Improvement Plan goals. Proposed purchases will be checked against available funds before approval, and spending plans will be adjusted as needed to remain within the allocation.

Strategy's Expected Result/Impact: Campus resources will support identified student and staff needs while expenditures remain at or below the allocated campus budget at year end.

Staff Responsible for Monitoring: Principal and campus budget clerk

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Campus administration and the budget clerk will follow district procedures for purchasing, cash handling, inventory, and financial record keeping. They will review required documentation and account balances regularly, provide staff with reminders or training on applicable procedures, and promptly address any concerns identified through campus or district reviews.

Strategy's Expected Result/Impact: Parkland Elementary will have no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus, supporting the district's goal of a FIRST rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Principal and Budget Clerk

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Conduct mandatory safety drills on a pre-scheduled monthly calendar, conduct monthly internal perimeter door checks, and maintain up-to-date log documentation with administrative review prior to scheduled intruder audits.

Strategy's Expected Result/Impact: 100% completion and accurate logging of all required safety drills (e.g., Lockout, Lockdown, Evacuate, Shelter) and zero findings or perimeter security violations on Intruder Detection Audits.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal / Campus Safety Officer, and Campus Threat Assessment / Safety Team

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Parkland Elementary School

Total SCE Funds: $404,179.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

Campus Name: Parkland Elementary School Year: 24-25

Below is the outline to describe the district/campus Comprehensive Needs Assessment process:

1. Establish CNA working groups

2. Identify stakeholders and send invitation or meeting notice to all stakeholders

a. Campus Instructional Members

3. Schedule the CNA timeline:

a. CNA Start: The Last Month of the school year

b. CNA End/Due: End of the last school day of the school year

4. Conduct the CNA during multiple meetings to examine the following focus areas:

a. Demographics

b. School Culture and Climate

c. Staff Quality, Recruitment, Retention, and Professional Development

d. Curriculum, Instruction, and Assessment

e. Parent and Family Engagement

f. Student Achievement

g. Technology

h. College and Career Readiness

i. School Climate

j. School Safety & Security

5. Review and analyze data referenced in the campus or district profile or other data sources

a. Interim assessements, STAAR related criteria, various campus assessments, surveys, etc.

6. Identify problem statements and conduct a root cause analysis

7. Utilize CNA questions to guide the needs assessment process and record responses

8. Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for improvement, and perceptions

9. Draft a CNA summary to include in the Schoolwide Plan

10. Create an outline to document the CNA process that was conducted

11. Collect agenda, invitation, meeting minutes, sign-in sheet, and handouts to submit for meeting compliance requirement

1.2 Location for Evidence of Multiple Meetings Held

Evidence of meeting is located in the commitee section of the CIP.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Parkland Elementary began developing the 2026–27 Campus Improvement Plan in spring 2026 by reviewing campus performance data and identifying priorities. Planning continued through summer professional development and fall CEIC meetings, where staff and stakeholder input informed the comprehensive needs assessment, goals, and strategies. The plan will be monitored and updated throughout the school year. Evidence of multiple planning meetings, including agendas, sign-in sheets, minutes, and presentation materials, is maintained in the campus CIP documentation folder.

2.2 Stakeholders 1114(b)(2)

Parkland Elementary includes teachers, support staff, families, and community members in Campus Improvement Plan development through CEIC meetings, staff discussions, and family engagement opportunities. Stakeholders review campus needs and proposed priorities and provide feedback through meeting discussions, surveys, and direct communication. Campus leadership considers this input when refining the plan and shares updates for continued feedback. The stakeholder list and meeting sign-in sheets, including participants' names and roles, are maintained with the agendas and minutes in the campus CIP documentation folder.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Plan is posted on the District website.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

not applicable

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

not applicable

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Evidence is located in the formative and summative evaluations and in the minutes of the CEIC meetings.