Ysleta Independent School District

Hanks High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

The Kingdom of Champions is an educational journey, where every student MATTERS, and every MOMENT counts; where we provide students with Exemplary Academics, Athletics and the Arts as a way of preparing future leaders, ready to enter the work force and/or post-secondary education.

Vision

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

Value Statement

J.M. Hanks High School stands as a model of educational excellence in El Paso, Texas. Recognized as a top campus in the region with an A rating of 93 and 6 of 7 TEA distinctions, Hanks exemplifies a commitment to academic, artistic, and athletic achievement. With approximately 1,350 students, Hanks fosters a dynamic environment where students are challenged to excel in the classroom and beyond.

Fine arts are a cornerstone of the Hanks identity. Programs including band, mariachi, dance, and other fine arts opportunities showcase student talent, creativity, discipline, and school pride.

In athletics, Hanks promotes teamwork, perseverance, and competitive excellence. With successful programs across basketball, softball, volleyball, soccer, gymnastics, cheer, and dance, students have opportunities to grow as competitors and leaders.

Hanks also provides innovative opportunities through Robotics, CTE, Early College, AP, Pre-AP, and Dual Credit programs. These pathways equip students with the skills and experiences needed for college, careers, and future success.

Beyond academics, organizations such as Knightvision, Student Council, and campus clubs give students opportunities to lead, serve, create, and contribute to the Hanks community.

Ultimately, Hanks is more than an A-rated campus. It is a community where academics, fine arts, athletics, innovation, and leadership come together to create opportunities for every student to succeed.

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Comprehensive Needs Assessment

Demographics

Summary

J.M. Hanks High School is a vibrant and diverse educational institution that serves approximately 1,400 students from grades 9 to 12 within the Ysleta Independent School District. Our student body is a tapestry of varied backgrounds and experiences, encompassing a wide array of educational needs. This includes students who are Emergent Bilingual, those requiring Special Education services, Gifted and Talented individuals, At-Risk students, those who are economically disadvantaged, and highly mobile students. We are committed to providing an inclusive environment that caters to the unique needs of each student, ensuring that every individual has the opportunity to thrive.

To support our students' diverse needs and aspirations, Hanks High School offers multiple pathways to success. Our academic programs include Advanced Placement (AP), Pre-AP, Dual Credit, and Early College courses, which challenge students and prepare them for higher education. Additionally, we offer Career and Technical Education (CTE) programs, fine arts, athletics, and student leadership opportunities, allowing students to explore their interests and develop their talents. These varied programs are designed to equip students with the skills and knowledge necessary for success in their future endeavors.

At Hanks, student success is our top priority, and we focus on key areas such as attendance, graduation rates, College, Career, and Military Readiness (CCMR), academic achievement, and student engagement. Our dedicated team of teachers, counselors, paraprofessionals, coaches, and support staff work collaboratively to address the needs of every learner. We recognize the importance of strong family and community partnerships, which play a crucial role in expanding opportunities and resources for our students. Together, we strive to create a supportive and nurturing environment that fosters growth and achievement.

Our school community is united by high expectations and a shared commitment to providing diverse opportunities for all students. We are dedicated to preparing every student for success in college, career, military service, and life beyond high school. By maintaining a focus on excellence and inclusivity, we aim to empower our students to reach their full potential and become responsible, contributing members of society.

Strengths

J.M. Hanks High School’s greatest demographic strength is the diversity of its approximately 1,400 students and the range of opportunities available to meet their individual needs. Hanks serves students from varied backgrounds while providing strong pathways through Early College, AP, Pre-AP, Dual Credit, CTE, fine arts, athletics, and student leadership. A dedicated and experienced staff supports students across academic, social, and extracurricular areas. Strong graduation and CCMR outcomes demonstrate the campus’s ability to prepare students for life beyond high school. Hanks also benefits from engaged families, community partnerships, and a culture of high expectations. Together, these strengths create a connected school community that encourages students to excel and develop their talents.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Hanks High School must continue closing achievement and opportunity gaps, with particular emphasis on Emergent Bilingual (EB) students. Strengthening language development, academic support, attendance, and access to advanced coursework will help ensure EB students make consistent academic progress, meet graduation and CCMR goals, and fully access the opportunities available across campus.	A key root cause is the varying levels of English language proficiency among EB students and inconsistent use of language-support strategies across classrooms. These differences can create barriers to understanding grade-level content, academic vocabulary, and assessments, impacting overall achievement and limiting access to advanced academic opportunities.

★ = Priority

Student Learning

Summary

At Hanks High School, our students consistently exhibit strong academic performance, which is evidenced by our campus's A rating. This achievement is a testament to the dedication of both our students and educators in excelling across all core content areas. We are committed to maintaining this high standard of academic excellence and fostering an environment where every student can thrive.

Our students benefit from a variety of rigorous academic pathways designed to challenge and prepare them for future success. These include Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), Dual Credit courses, Early College programs, and Career and Technical Education (CTE) opportunities. These pathways not only enhance our students' learning experiences but also provide them with the skills and knowledge necessary to excel in higher education and their chosen careers.

To ensure that we are meeting the needs of all our students, we utilize a comprehensive approach to monitoring academic progress. This includes analyzing data from the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) exams, as well as formative assessments, the Texas English Language Proficiency Assessment System (TELPAS), and local checkpoints. By doing so, we can identify students who may require additional support and tailor our interventions accordingly.

We employ a range of targeted interventions to address any learning gaps that may arise. These include tutoring sessions, Response to Intervention (RTI) strategies, and content-area support. Our goal is to provide personalized assistance to ensure that every student has the opportunity to succeed and reach their full potential.

We recognize the importance of paying close attention to the performance of all student subgroups, with a particular focus on our Emergent Bilingual students. By doing so, we aim to ensure that every student demonstrates consistent growth and is well-prepared for graduation. Our commitment to College, Career, and Military Readiness (CCMR) success is unwavering, and we strive to equip all our students with the tools they need to achieve their post-secondary goals.

Strengths

At Hanks, we pride ourselves on fostering a robust culture of academic achievement and maintaining high expectations for all our students. Our commitment to excellence is reflected in the diverse range of rigorous coursework available, including Early College programs, Advanced Placement (AP) courses, Dual Credit options, and Career and Technical Education (CTE) pathways. These opportunities are designed to cater to the varied interests and aspirations of our students, ensuring that each individual can pursue a path that aligns with their goals and prepares them for future success.

Our dedicated teachers play a pivotal role in this academic environment by utilizing assessment data to pinpoint students' learning needs and tailor their instructional strategies accordingly. This data-driven approach ensures that our teaching methods are both effective and responsive to the unique requirements of each student. Additionally, we have established comprehensive tutoring and intervention systems that offer further support, enabling students to overcome challenges and achieve their full potential.

Furthermore, our campus is deeply committed to the growth and success of our English Learners, as evidenced by our focus on TELPAS (Texas English Language Proficiency Assessment System) growth. We provide targeted language-development opportunities and academic supports specifically designed to enhance the learning experiences of our English Learners. This commitment ensures that all students, regardless of their language background, have access to the resources and support they need to thrive academically.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although Hanks students demonstrate strong overall achievement, achievement gaps remain among specific student groups, particularly Emergent Bilingual students. Inconsistent academic growth and language proficiency can impact performance in core content areas, STAAR/EOC assessments, and access to advanced academic opportunities.	A key root cause is the need for more consistent, data-driven instructional and language supports across content areas. Differences in language proficiency, academic vocabulary, and mastery of prerequisite skills can create barriers for EB students when accessing grade-level content. Consistently using assessment data, targeted interventions, and language-support strategies across classrooms will

★ = Priority

School Processes & Programs

Summary

At Hanks High School, we have developed a robust and inclusive educational framework that encompasses curriculum, instruction, professional learning, student support, and extracurricular activities. This framework is meticulously designed to cater to the varied needs of our student body, ensuring that each student has the opportunity to succeed and thrive in their educational journey.

Our instructional strategies are firmly rooted in the Texas Essential Knowledge and Skills (TEKS) standards, and we utilize assessment data to inform our teaching practices. Through Professional Learning Teams (PLTs), our educators collaborate to share insights and strategies, while targeted interventions are employed to address specific student needs, ensuring that all students receive the support necessary to achieve their academic goals.

We are committed to the continuous professional growth of our teachers through professional development and instructional coaching. These initiatives are aimed at enhancing instructional practices and equipping teachers with the skills to effectively use data to drive student success. By investing in our educators, we ensure that they are well-prepared to deliver high-quality instruction and foster positive student outcomes.

Our campus leadership is dedicated to fostering an environment of collaborative decision-making and clear communication. We have established systems in place to monitor progress and address the needs of both students and staff. This approach ensures that we remain responsive to the evolving educational landscape and can make informed decisions that benefit our school community.

Hanks High School is proud to offer a diverse array of programs, including Early College, Advanced Placement (AP), Pre-AP, Dual Credit, Career and Technical Education (CTE), fine arts, athletics, student leadership, and intervention programs. These offerings provide students with a wide range of opportunities to explore their interests, develop their talents, and prepare for future success.

Technology plays a pivotal role in our educational approach, as it is seamlessly integrated into instruction, assessment, communication, and student learning. By leveraging technology, we enhance access to educational resources and increase student engagement, ensuring that our students are well-equipped to navigate the digital world and succeed in the 21st century.

Strengths

Hanks has a strong foundation of academic, extracurricular, and student-support programs that provide multiple pathways for success. PLCs, professional development, instructional coaching, assessment data, and intervention systems support continuous improvement. Programs such as Early College, AP, Dual Credit, CTE, fine arts, athletics, and student leadership provide students with diverse opportunities. Strong campus leadership, established communication structures, and collaborative teams help align programs and resources with student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While Hanks has strong programs and support systems, consistency in implementation and alignment across classrooms and student groups remains an area for growth. Ensuring that instructional practices, intervention systems, professional learning, and language supports are consistently implemented will strengthen student outcomes, particularly for EB students and other identified subgroups.	A key root cause is inconsistent implementation of instructional practices and campus processes. Differences in teacher experience, data use, and language supports affect student outcomes. Continued PLTs, professional development, coaching, and progress monitoring are needed.

★ = Priority

Perceptions

Summary

At Hanks High School, we are committed to fostering a positive culture that is anchored in high expectations, meaningful relationships, school pride, and the success of our students. We believe that by setting high standards and nurturing strong connections, we can create an environment where every student feels valued and motivated to achieve their best.

Effective communication is at the heart of our efforts to engage with students, families, staff, and community partners. By maintaining open lines of communication, we are able to align our campus goals with the needs and aspirations of our community, thereby strengthening engagement and ensuring that everyone is working towards a common purpose.

We offer a diverse range of student activities, including athletics, fine arts, clubs, and leadership opportunities, which provide students with multiple pathways to connect with what we proudly call THE KINGDOM. These activities not only enhance the student experience but also foster a sense of belonging and community among our students.

Our staff is dedicated to collaboration and campus leadership, which supports a unified focus on student achievement, safety, and continuous improvement. By working together, we are able to create a safe and supportive learning environment that prioritizes the academic and personal growth of our students.

Finally, we recognize the invaluable role that family and community partnerships play in enriching the educational experience. These partnerships provide additional resources and opportunities that enhance our students' learning and development, ensuring that they are well-equipped to succeed both in school and beyond.

Strengths

Hanks has a strong sense of identity, belonging, and school pride centered around THE KINGDOM. Students have numerous opportunities to participate, lead, and represent their school through athletics, fine arts, clubs, and student organizations. Strong staff collaboration, family communication, and community partnerships further support student success. The campus culture emphasizes relationships, high expectations, safety, and a shared commitment to excellence.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Hanks must continue strengthening consistent communication and engagement with all stakeholders, particularly families of EB students and other identified student groups. Ensuring that every family has meaningful access to information, resources, and opportunities to provide feedback will strengthen trust, engagement, and student success.	A key root cause is inconsistent communication and engagement with students and families. Language and access barriers can limit participation. Intentional outreach and accessible feedback opportunities are needed to strengthen connection and trust.

★ = 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] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR End-of-Course 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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Local benchmark or common assessments data**
- [x] **Texas Success Initiative (TSI) data**

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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [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] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [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] **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] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

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

Hanks High School will monitor state accountability indicators and use campus data to identify areas requiring improvement. Staff will implement targeted instructional and intervention strategies to maintain or improve performance and support a district rating of C or better.

Funding Sources: Purchasing copy paper, instructional supplies, and testing supplies for our Faculty, Coordinator and student use. Title I, Part A, $74,533, Tutoring done by Faculty Title I, Part A, 211-11-6118, $2,000, Substitutes will be hired when Faculty members have District Professional Development Title I, Part A, 211-11-6112, $18,000

Formative Reviews

November	March	May

Performance Objective 2

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

Strategy 1

Hanks High School will use STAAR/EOC data to identify student growth needs and provide targeted instruction and interventions based on individual performance. Teachers will monitor progress throughout the year and adjust instruction to ensure students demonstrate measurable growth.

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Hanks High School will use data-driven instruction, targeted interventions, and ongoing progress monitoring to address priority TEKS and provide additional support through Advisory and tutorials. Teachers will use rigorous, standards-aligned instruction and assessment data to adjust instruction and increase the percentage of students achieving Meets Grade Level

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

Hanks High School will use targeted, language-supported instruction, data-driven interventions, and ongoing progress monitoring to address EB student needs and priority TEKS. Teachers will provide additional opportunities through Advisory, tutoring, and small-group instruction to increase the number of EB students achieving Meets Grade Level.

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Hanks High School will use differentiated, standards-aligned instruction, targeted interventions, and ongoing progress monitoring to address SPED student needs and priority TEKS. Teachers will provide additional support through small-group instruction, Advisory, and tutoring to increase the number of SPED students achieving Meets Grade Level.

Formative Reviews

November	March	May

Performance Objective 6

Nine in ten students will graduate from high school in four, five, or six years

Strategy 1

Hanks High School will monitor student progress toward graduation through credit, attendance, and graduation audits while providing timely interventions for students at risk of falling behind. Counselors and staff will provide targeted support, credit recovery, and graduation planning to ensure students remain on track to graduate within four, five, or six years.

Formative Reviews

November	March	May

Performance Objective 7

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as defined by state accountability

Strategy 1

Make copies for activities

Funding Sources: Purchase Technical and Classroom supplies for instructional use. State Career and Technical, $78,193

Formative Reviews

November	March	May

Strategy 2

Hanks High School will monitor CCMR indicators and student progress throughout high school to identify and address gaps in college, career, and military readiness. Staff will provide targeted opportunities, guidance, and interventions to ensure graduates meet state-defined CCMR

criteria and maintain an A rating.

Formative Reviews

November	March	May

Performance Objective 8

Eight in ten graduates will be considered college ready as defined by state accountability

Strategy 1

Hanks High School will monitor college readiness indicators and provide targeted support through advanced coursework, SAT/ACT preparation, dual credit, and college readiness interventions. Counselors and teachers will track student progress and address gaps to increase the percentage of graduates meeting state-defined college readiness criteria.

Formative Reviews

November	March	May

Performance Objective 9

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

Hanks High School will expand access to CTE pathways, industry-based certifications, work-based learning, and career-focused experiences aligned to student interests and workforce needs. Staff will monitor student progress toward state-defined career readiness indicators and provide targeted support to ensure students meet CCMR requirements.

Formative Reviews

November	March	May

Performance Objective 10

One in six SPED students will earn an advanced degree upon graduation

Strategy 1

Hanks High School will provide SPED students with access to advanced coursework, dual credit, and postsecondary planning aligned to their individual goals. Staff will monitor progress and provide targeted support to increase the number of SPED students earning an advanced degree or credential upon graduation.

Formative Reviews

November	March	May

Performance Objective 11

One in three graduates will be considered college ready in both reading and math through the TS-A or the SAT assessments

Strategy 1

Hanks High School will provide targeted reading and math support through SAT/TSIA preparation, data-driven interventions, and focused instruction on identified skill gaps. Teachers and counselors will monitor student progress and provide opportunities for retesting to increase the percentage of graduates meeting college readiness standards in both reading and math.

Formative Reviews

November	March	May

Performance Objective 12

One in two early college high school graduates will earn a postsecondary degree

Strategy 1

Hanks High School will monitor Early College High School students' progress toward postsecondary degree completion and provide academic advising, dual-credit support, and timely interventions. Staff will work with students to ensure they complete required college coursework and remain on track to earn a postsecondary degree.

Formative Reviews

November	March	May

Performance Objective 13

One in three graduates will have earned college credits while in high school

Strategy 1

Hanks High School will increase awareness and access to dual credit, AP, and other college-credit opportunities while supporting students in completing eligible coursework. Counselors and teachers will monitor participation and progress to increase the number of graduates earning college credits before graduation.

Formative Reviews

November	March	May

Performance Objective 14

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

Hanks High School will expand participation in CTE programs of study and provide students with opportunities to earn industry-based certifications aligned to their career goals. Staff will monitor student progress and provide targeted support to ensure students complete their programs of study and certification requirements before graduation.

Formative Reviews

November	March	May

Performance Objective 15

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A

or the SAT assessments

Strategy 1

Hanks High School will provide targeted reading and math interventions, TSI-A/SAT preparation, and individualized support for SPED students. Staff will monitor progress and provide opportunities for additional instruction and retesting to increase the number of students meeting college readiness standards in both areas.

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

Hanks High School will use Employee Engagement Survey data to identify areas of strength and opportunities for improvement while providing opportunities for staff feedback and collaboration. Campus leadership will implement targeted actions to improve communication, recognition, support, and overall employee satisfaction.

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

Hanks High School will use Parent Satisfaction Survey data and ongoing parent feedback to identify areas for improvement in communication, engagement, and campus support. The campus will strengthen family engagement opportunities and timely communication to increase parent satisfaction.

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

Hanks High School will provide at least one parent, family, or community engagement opportunity each nine weeks focused on student success, academic support, and campus involvement. The campus will use varied formats and communication methods to encourage participation and strengthen partnerships with families and the community.

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

Hanks High School will increase student participation in academic, athletic, fine arts, leadership, and volunteer activities through targeted recruitment, student outreach, and promotion of available opportunities. Staff will monitor participation data and encourage students to become involved in at least one extracurricular activity.

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

Hanks High School will monitor campus expenditures throughout the year to ensure spending remains aligned with the allocated budget and campus priorities. Leadership will review purchasing and budget balances regularly to ensure responsible and effective use of district resources.

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

Hanks High School will maintain accurate financial, inventory, cash-handling, and compliance procedures through regular reviews and staff accountability. Campus leadership will monitor documentation and address potential findings promptly to ensure compliance and support a FIRST Rating of Standard Achievement or higher.

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

Hanks High School will ensure 100% completion and documentation of all required safety drills and exercises while regularly reviewing emergency procedures with staff. Campus leadership will monitor compliance and conduct ongoing checks to ensure readiness and no findings on the Intruder Detection Audit.

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Hanks High School

Total SCE Funds: $422,866.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Used on teacher salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

The 2026–2027 CNA Process will begin with the CEIC reviewing 2025–2026 parent, student, faculty, and staff survey results, along with program evaluations and stakeholder feedback. The CEIC will identify key strengths, needs, and priorities for the 2026–2027 school year.

The Instructional Leadership Team will analyze 2025–2026 academic data, including district checkpoints, STAAR/EOC results, TELPAS, attendance, graduation, CCMR, subgroup performance, and End-of-Year data used in the TEA A–F accountability system. The team will identify instructional strengths, achievement gaps, and priority areas, with particular attention to Emergent Bilingual student performance and growth.

The CEIC and Instructional Leadership Team will use these findings to establish campus priorities and guide the 2026–2027 Campus Improvement Plan. Priorities and goals will be communicated to staff, parents, students, and community stakeholders through campus communication, including parent newsletters and CEIC updates.

The site-based decision-making team reviewed 2025–2026 program evaluations, survey results, stakeholder feedback, and the following data:

- STAAR/EOC and district checkpoint results
- TELPAS performance and growth
- Attendance and mobility data
- Graduation and CCMR data
- Student subgroup performance
- Discipline and behavioral data
- Enrollment and program participation
- Parent, student, and staff survey results
- Program evaluations and stakeholder feedback
- TEA A–F accountability data

1.2 Location for Evidence of Multiple Meetings Held

CEIC Meeting held on Thursday, August 28th, 2026. Evidence of the meeting is located in the 'Committee' 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)

J.M. Hanks High School developed the 2026–2027 CIP through collaboration with the CEIC, campus leadership, staff, parents, and community stakeholders. The process included reviewing the previous CIP, CNA findings, stakeholder feedback, and student performance data, including STAAR/EOC, TELPAS, attendance, graduation, CCMR, and subgroup data.

The CEIC reviewed campus strengths, needs, and proposed priorities and provided feedback used to develop and refine the CIP. CIP development and review will be included on CEIC meeting agendas throughout the school year to monitor progress and make adjustments as needed.

Evidence: CEIC agendas, meeting minutes, sign-in sheets, CNA data, survey results, and stakeholder feedback are located in the 'Committee' section of the CIP.

2.2 Stakeholders 1114(b)(2)

J.M. Hanks High School consulted CEIC members, teachers, staff, parents, students, and community stakeholders during the development and review of the 2026–2027 CIP. Stakeholder input was gathered through CEIC meetings, surveys, feedback, and review of campus data and priorities. Feedback was used to identify needs, develop goals, and refine campus improvement strategies.

Evidence of stakeholder involvement is included in the CEIC meetings listed in the committee section, including agendas, sign-in sheets, meeting minutes, and supporting documentation.

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

Made available to the public on our campus 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

J.M. Hanks High School will evaluate the 2026–2027 CIP through ongoing formative and summative reviews of campus goals, strategies, and student performance data. Evidence of CIP evaluation is located in the formative and summative evaluations and the minutes of CEIC meetings. These records document progress, stakeholder feedback, and any adjustments made to campus improvement strategies.