Ysleta Independent School District

Parkland Pre-K School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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Mission Statement

Parkland Pre-K Mission Statement

At Parkland Pre-K, we inspire young learners by providing exceptional early childhood programs that foster academic excellence, social-emotional growth, creativity, and leadership in a safe, innovative, and nurturing environment.

Vision

Parkland Pre-K Center Vision Statement

Our vision is to cultivate a welcoming, inclusive, and innovative learning community where every student is inspired to reach their full potential. Through integrity, honesty, respect, kindness, and acceptance, we strive for excellence in everything we do. We empower students and staff to inspire, innovate, and create through meaningful learning experiences that foster curiosity, creativity, collaboration, and continuous growth. Together, we build a strong school family where every individual is valued, every voice matters, and every student is equipped to succeed.

Value Statement

Parkland Pre-K Value Statement

We are committed to integrity, honesty, respect, kindness, acceptance, and excellence. We cultivate a welcoming, inclusive community where everyone is valued, learning is encouraged, and success is achieved together.

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Comprehensive Needs Assessment

Demographics

Summary

Parkland Pre-K is one of 52 campuses in Ysleta Independent School District. Established in 2009–2010, Parkland Pre-K serves 294 students in EE–PK, with a diverse population that is predominantly Hispanic (85.42%) and serves a high percentage of students from low socioeconomic backgrounds (84.2%).

Our campus serves 94 English Language Learners, 54 students receiving Special Education services, and 1 student receiving 504 services. Over the past 16, enrollment has increase by approximately 1% , from 290 in 2025-26 students to 310 in 2026-27students.

Parkland Pre-K is committed to providing a strong early-learning foundation for our young learners while supporting their academic, language, social-emotional, and individual needs. Our diverse student population and strong focus on early childhood development provide opportunities to build a foundation for kindergarten readiness and long-term student success.

Our strength is our commitment to serving the whole child and ensuring every student enters kindergarten ready to learn, grow, and shine.

Strengths

Parkland Pre-K is one of 61 campuses in Ysleta Independent School District. Established in 2009–2010, Parkland Pre-K serves **310 students in EE–PK**, with a diverse population that is predominantly Hispanic (**85.42%**) and serves a high percentage of students from low socioeconomic backgrounds (**84.2%**).

Our campus serves English Language Learners, students receiving Special Education services, and students receiving 504 services, reflecting the diverse learning needs of our young learners. Over the past year, enrollment has increased by approximately 1%, from 290 students in 2025–26 to 310 students in 2026–27.

Parkland Pre-K is committed to providing a strong early-learning foundation while supporting students' academic, language, social-emotional, and individual needs. Our diverse student population and focus on early childhood development create opportunities to build a strong foundation for kindergarten readiness and long-term student success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Parkland Pre-K serves a diverse population with high socioeconomic needs and varied learning needs. The campus needs consistent language, instructional, and support systems to ensure all students build the foundational academic and social-emotional skills needed for kindergarten readiness.	A need for consistent alignment of instructional, language, and support practices, along with ongoing progress monitoring, to meet the diverse needs of students and strengthen kindergarten readiness.

★ = Priority

Student Learning

Summary

Parkland Pre-K students are demonstrating strong overall readiness in both reading and math. Currently, 96% of students are identified as ready for reading and 96% are identified as ready for math based on the CIRCLE assessment. Math readiness met the campus target, while reading readiness was slightly below the previous score of 98%.

Overall, the data indicates that students are entering kindergarten with a strong academic foundation, with continued attention needed to strengthen reading readiness and maintain progress.

Strengths

Parkland Pre-K students demonstrate strong early academic readiness, with 96% of students identified as ready for reading and 96% ready for math based on the CIRCLE assessment. Math readiness met the campus target, demonstrating a strong foundation in early mathematical skills. Overall, students are entering kindergarten with a strong foundation for continued academic growth and success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Parkland Pre-K students demonstrate strong overall readiness, but reading readiness decreased from 98% to 96%. The campus needs to strengthen early literacy instruction and progress monitoring to ensure all students are prepared for kindergarten.	A need for consistent alignment of early literacy instruction and progress monitoring to identify and address individual student reading needs and maintain kindergarten readiness.

★ = Priority

School Processes & Programs

Summary

Parkland Pre-K uses aligned early childhood curriculum and assessment practices to support academic, language, social-emotional, and kindergarten readiness. Teachers use CIRCLE assessment data and ongoing progress monitoring to identify student needs, plan instruction, and provide targeted support.

The campus provides professional development, collaborative planning, coaching, and data discussions to strengthen instructional practices. Leadership and staff use CNA data, assessment results, stakeholder feedback, and campus priorities to make instructional and program decisions.

Communication occurs through staff meetings, parent meetings, campus events, newsletters/flyers, and family engagement activities. The campus provides support through Special Education, 504, Emergent Bilingual services, intervention/support systems, counseling, and other student services.

Parkland Pre-K also provides opportunities for family engagement and student enrichment, including literacy, STEM, and other campus activities. Technology and digital resources are integrated into instruction and used to support student learning, assessment, communication, and progress monitoring.

Overall, our programs and processes are designed to provide consistent, developmentally appropriate instruction and support while preparing every student to learn, grow, and succeed in kindergarten.

Strengths

- **Strong early learning foundation:** Aligned curriculum and developmentally appropriate instruction support academic, language, and social-emotional growth.
- **Data-driven instruction:** Teachers use CIRCLE assessment data and progress monitoring to identify student needs and adjust instruction.
- **Collaborative professional learning:** Professional development, collaborative planning, and coaching support consistent instructional practices.
- **Student support systems:** Special Education, 504, Emergent Bilingual, intervention, and counseling services provide support for diverse student needs.
- **Family engagement:** Campus events and communication opportunities help build partnerships with families.
- **Focus on kindergarten readiness:** Programs and processes are intentionally designed to prepare students for a successful transition to kindergarten.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Parkland Pre-K has strong programs and support systems; however, greater consistency and alignment across instructional practices, progress monitoring, and student support processes are needed to ensure all students maintain strong early literacy growth and kindergarten readiness.	A need for consistent alignment and implementation of instructional practices and progress-monitoring processes across classrooms to ensure student needs are identified and addressed early.

★ = Priority

Perceptions

Summary

Parkland Pre-K demonstrates effective communication, collaboration, and family engagement through staff and parent feedback, surveys, meetings, and participation data. The campus maintains a positive culture focused on student growth, collaboration, respect, and a supportive learning environment. Parent engagement is supported through family events, conferences, school communications, and opportunities for families to provide feedback and participate in their child's learning.

The campus also uses staff feedback, student/family participation, communication records, and program data to identify areas for improvement and strengthen campus practices. Community and volunteer partnerships provide additional support for student and family needs. Overall, Parkland Pre-K uses stakeholder feedback and participation data to monitor effectiveness, strengthen relationships, and support continuous improvement.

Strengths

Parkland Pre-K's strength is its positive, collaborative campus culture and commitment to family engagement. The campus provides multiple opportunities for staff and families to communicate, participate, and provide feedback, while maintaining a shared focus on student growth, kindergarten readiness, and the well-being of the whole child.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parkland Pre-K has a positive culture and strong communication, collaboration, and family engagement practices; however, opportunities exist to strengthen the consistency of communication, stakeholder participation, and use of feedback to ensure all families and staff are meaningfully engaged in supporting student growth and campus improvement.	A need for more consistent systems and structures for two-way communication, and collecting and using feedback to ensure all families and staff support student success.

★ = 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] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [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] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal 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] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS 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] **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] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: State Assessments, CLI

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement strong Tier 1 instruction, monitor student progress, and provide timely interventions to improve student achievement and campus accountability created through PLT and other PD

Strategy's Expected Result/Impact: Increase from BOY to MOY to EOY using data from CLI , observations, and student products

Staff Responsible for Monitoring: All faculty and staff

Funding Sources: materials, supplies, for PD Title I, Part A, $9,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement consistent, data-driven early literacy and math instruction through high-quality Tier 1 instruction, targeted small-group support, differentiated learning experiences, and ongoing progress monitoring using CIRCLE assessment data**. Teachers will use student data to identify individual needs, provide targeted interventions and enrichment, and adjust instruction

throughout the year to ensure students are progressing toward kindergarten readiness.

Strategy's Expected Result/Impact: By the end of the school year, at least 90% of Pre-K students will demonstrate readiness in reading and math**, as measured by the EOY CIRCLE assessment composite score.

Staff Responsible for Monitoring: Campus Administration, Pre-K Teachers, Instructional Coach, Intervention/Support Staff, and Special Education Staff.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1 ☑ High Priority

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

To increase regular communication between leadership and employees through team meetings, feedback sessions, and updates.

Strategy's Expected Result/Impact: Improves employee satisfaction, motivation, retention, and productivity through better communication, recognition, and action on feedback, with a target engagement score of 4.0/5.0 or higher.

Staff Responsible for Monitoring: Staff will monitor engagement feedback, participation, and progress toward achieving a 4.0/5.0 or higher satisfaction score.

Funding Sources: materials, snacks, Title I, Part A, $2,000

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Parent meeting/activity attendance records, sign-in sheets, participation data, and parent feedback surveys collected each nine weeks.

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

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

Strategy's Expected Result/Impact: Increase parental participation to address reading and math activities for home

Staff Responsible for Monitoring: parental engagement representatives, Claudia Gutierrez

Funding Sources: supplies, papers, snacks Title I, Part A, $2,000

Formative Reviews

November	March	May

Performance Objective 3

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

Evaluation Data Source: Student participation rosters, club/activity sign-in sheets, and campus activity records. Clubs and activities such as "PPK Leaders, Dance Team, etc. will take place during the day

Strategy 1

Increase student participation by providing and promoting accessible opportunities in academic, athletic, fine arts, leadership, and volunteer activities. Campus staff will actively encourage students to participate, communicate available opportunities to students and families, and monitor participation to identify and address barriers to involvement.

Strategy's Expected Result/Impact: By the end of the school year, at least 50% of the student population will participate in an academic, athletic, fine arts, leadership, and/or volunteer extracurricular activity, increasing student engagement, school connectedness, and opportunities for student leadership.

Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, Coaches, Club Sponsors, and Support Staff

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: Budget Reports

Strategy 1

Implement responsible budget management by regularly monitoring campus expenditures, aligning purchases with identified campus priorities and needs, and reviewing available funds to ensure spending remains within the allocated campus budget.

Strategy's Expected Result/Impact: The campus will spend at or below the allocated campus budget, with expenditures aligned to identified campus priorities and student needs and resources used responsibly throughout the school year.

Staff Responsible for Monitoring: Campus Administration and Secretary (budget)

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

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

Maintain strong financial and operational controls by regularly reviewing purchasing, inventory, cash handling, and financial documentation for compliance with district procedures. Campus leadership and budget staff will monitor records, address discrepancies promptly, and ensure required procedures are consistently followed to prevent material findings.

Strategy's Expected Result/Impact: The campus will have no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus, supporting the District's achievement of a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Campus Administration and Secretary

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

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

Implement and monitor a comprehensive campus safety plan by completing and documenting 100% of required safety drills and exercises, conducting regular safety reviews, and addressing any identified gaps. Campus staff will maintain compliance with district and Texas School Safety Center requirements and ensure readiness for the Intruder Detection Audit.

Strategy's Expected Result/Impact: The campus will complete and document 100% of required safety drills and exercises and have no findings on the Intruder Detection Audit, demonstrating full compliance with district and Texas School Safety Center safety requirements.

Staff Responsible for Monitoring: Campus Administration, Campus Safety Coordinator, Safety Team, Teachers, and Support Staff.

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Parkland Pre-K School

Total SCE Funds: $123,384.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Pays Teachers Salary

Title I Summary

Title I

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

1.1 Description of CNA Process

Parkland Pre-K conducts the Comprehensive Needs Assessment (CNA) as a data-driven, collaborative process aligned with the district CNA timeline. Stakeholders, including campus leadership, teachers, support staff, and other identified campus representatives, participate in reviewing campus needs and contributing to the development of priorities.

The CNA is conducted at key points during the school year: BOY (July 2025), MOY (December/January 2026), and EOY (May 2026). During these meetings, stakeholders examine demographics, school culture and climate, staff quality and professional development, curriculum/instruction/assessment, parent and family engagement, student achievement, school safety, program evaluations, survey results, and other relevant campus data.

Data is selected based on the areas being reviewed and includes campus and district benchmark/interim assessments, CIRCLE assessment data, iStation/i-Ready data when applicable, state assessment data when applicable, attendance, perception surveys, and other student performance data. Stakeholders analyze the data to identify strengths, problems, possible root causes, and strategies for improvement.

Documentation of the CNA process includes meeting agendas, minutes, stakeholder sign-in sheets, data reports, and supporting handouts and is maintained in the campus CNA/Title I documentation.

1.2 Location for Evidence of Multiple Meetings Held

Parkland Pre-K provided multiple opportunities for stakeholders to participate in the CNA process throughout the school year, including Beginning of Year (July 2025), Middle of Year (December/January 2026), and End of Year (May 2026) meetings. These meetings allowed campus leadership, teachers, support staff, and other identified stakeholders to review data, discuss campus needs, identify strengths and areas for improvement, and develop priorities and strategies.

Additional collaboration and follow-up discussions occurred as needed to review student achievement, CIRCLE and other assessment data, family engagement, school culture, and program effectiveness. Meeting agendas, minutes, sign-in sheets, data reports, and supporting materials document stakeholder participation and the CNA process.

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 Pre-K develops the Campus Improvement Plan through a continuous, collaborative CNA process. Stakeholders meet at key points throughout the year:

- **BOY – July 2025:** Review baseline data and identify campus needs and priorities.
- **MOY – December/January 2026:** Review progress, analyze updated data, and adjust strategies as needed.
- **EOY – May 2026:** Evaluate outcomes and use findings to inform priorities and strategies for the following school year.

Evidence of multiple meetings is maintained in the campus CNA/Title I documentation, including meeting agendas, minutes, stakeholder sign-in sheets, data reports, and supporting handouts. These documents provide evidence of

stakeholder participation and the development and review of the Campus Improvement Plan.

2.2 Stakeholders 1114(b)(2)

Stakeholders involved in the Schoolwide/Campus Improvement Plan process include campus leadership, teachers, support staff, parents/families, and other identified campus and community stakeholders. Stakeholders participate in reviewing data, identifying needs and root causes, developing strategies, and evaluating progress throughout the CNA/CIP process.

Evidence: Stakeholder participation is documented through CNA/CIP meeting agendas, minutes, sign-in sheets, data reports, and supporting documentation maintained in the campus CNA/Title I documentation.

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

The Campus Improvement Plan is made available to campus staff, parents/families, and other stakeholders through the campus/district improvement planning process. The plan is shared in an accessible format and language, including English and Spanish as needed, so stakeholders can review the campus goals, strategies, and priorities.

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

The Campus Improvement Plan is developed collaboratively to coordinate and integrate Federal, State, and local programs and resources based on identified student and campus needs. The CNA process includes reviewing available academic, student, family engagement, and program data to align resources and services with campus priorities. Coordination with programs and services such as Title I, special education, bilingual/English learner supports, early childhood services, family engagement, student support services, and safety initiatives is incorporated into the plan as applicable.

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

The Title I statutorily required descriptions are embedded at the strategy level within the Campus Improvement Plan and aligned to the identified needs from the CNA. Strategies address areas such as targeted instruction, intervention, progress monitoring, student achievement, and family engagement.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for evaluating program effectiveness is maintained in the CNA/CIP documentation folder, including formative reviews, the annual summative review, meeting agendas, minutes, sign-in sheets, and supporting data reports. Program effectiveness is evaluated at least semiannually through review of student achievement and performance data, program implementation, and stakeholder feedback. The annual Summative Review is used to evaluate the overall

effectiveness of the Schoolwide Program and inform future CNA and Campus Improvement Plan priorities.