Ysleta Independent School District



Valle Verde Early College High School

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 12, 2026 at 10:38 AM

Mission Statement

Valle Verde Early College High School is committed to advancing the educational opportunities for our early graduates who meet the criteria of the scholarship in conjunction with the University of Texas at El Paso.

Vision

Valle Verde Early College High School is committed to providing all students a combined high school and college experience by simultaneously earning a high school diploma and an Associate Degree from El Paso Community College.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 15

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 15

Support Systems and Other Data 15

Goals 17

Goal 1 : Our Future 18

Goal 2 : Our People 31

Goal 3 : Our Investment 34

State Compensatory Education 36

Budget for Valle Verde Early College High School 37

Title I Summary 38

Title I 39

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 39

1.1 Description of CNA Process 39

1.2 Location for Evidence of Multiple Meetings Held 39

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 39

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 39

2.2 Stakeholders 1114(b)(2) 40

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 40

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 40

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 40

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 40

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 40

Comprehensive Needs Assessment

Demographics

Summary

Valle Verde Early College High School, part of Ysleta Independent School District in El Paso, Texas, is committed to providing students with a rigorous, supportive learning environment that combines high school and college experiences. Through its partnership with El Paso Community College, the campus prepares students to earn a high school diploma and an associate degree while developing the academic, personal, and problem-solving skills needed for college, careers, and responsible citizenship.

Strengths

Valle Verde Early College High School serves a predominantly Hispanic student population. The campus promotes college readiness, diversity, and equitable access to higher education, empowering students to pursue academic success and future opportunities.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A campus priority for VVECHS is to provide timely, prescriptive academic interventions for all students while ensuring that special populations receive targeted and individualized support to address learning needs, accelerate academic growth, and increase the percentage of students achieving Meets Grade Level or higher on STAAR/EOC assessments.	VVECHS will continue to prioritize intentional differentiated instruction and targeted academic support to address diverse student learning needs, close learning gaps, and accelerate academic growth for all students, particularly special populations.

★ = Priority

Student Learning

Summary

Valle Verde Early College High School earned an overall A rating with a score of 98, demonstrating strong academic performance. The campus scored 97 in Student Achievement, 96 in School Progress, and 100 in Closing the Gaps. Academic Growth, with a score of 81 (B), remains an area for continued improvement. The Class of 2025 achieved a 100% four-year graduation rate, reflecting the campus's commitment to student success and college readiness.

Through its early college model and partnership with El Paso Community College, students have the opportunity to earn an associate degree while completing their high school diploma. Eligible students may also pursue accelerated pathways to the University of Texas at El Paso with scholarship opportunities.

Strengths

Valle Verde Early College High School demonstrates strong academic achievement, high graduation rates, and a commitment to college readiness. Students benefit from opportunities to earn an associate degree through El Paso Community College while completing high school, with additional accelerated pathways and scholarship opportunities available at UTEP. The campus's strong performance in Student Achievement and Closing the Gaps reflects its commitment to academic excellence and student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	A campus priority for VVECHS is to sustain strong student performance at the Meets Grade Level standard while increasing the percentage of students achieving Masters Grade Level performance on STAAR EOC and other state accountability measures.	VVECHS will continue to prioritize intentional differentiated instruction, timely academic interventions, and targeted support for special populations to address learning gaps, accelerate academic growth, and increase the percentage of students achieving Meets Grade Level or higher on STAAR/EOC assessments.

★ = Priority

School Processes & Programs

Summary

Valle Verde Early College High School provides a rigorous, college-focused curriculum through its partnership with El Paso Community College, allowing students to pursue both high school and college coursework. Instructional practices emphasize student achievement, differentiated instruction, and college readiness. Professional development supports teachers in implementing effective instructional strategies and data-driven decision-making. Campus leadership promotes collaboration, stakeholder involvement, and communication to guide improvement efforts. Academic interventions, student support services, technology integration, and extracurricular opportunities further support students' academic, social, and personal growth. These programs and processes are continually strengthened to address student needs, close learning gaps, and ensure opportunities for success.

Strengths

Valle Verde Early College High School offers a rigorous curriculum including Pre-AP, AP, and dual-credit courses through its partnership with El Paso Community College (EPCC). Students have opportunities to earn college credits and an associate degree while completing high school. More than 50% of the faculty are credentialed through EPCC to teach dual-credit courses, supporting high-quality college-level instruction. Strong academic expectations, collaborative instructional practices, data-driven decision-making, ongoing professional development, and targeted student support promote college readiness and academic success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	A campus priority for VVECHS is to continue strengthening instructional practices, data-driven decision-making, and differentiated support to address diverse student learning needs, close academic gaps, and ensure consistent implementation of effective strategies across Pre-AP, AP, and dual-credit courses to improve student achievement and college readiness.	VVECHS will continue to prioritize the refinement of differentiated instructional practices and consistent monitoring and adjusting of instruction to address diverse student learning needs, close academic gaps, and improve student achievement.

★ = Priority

Perceptions

Summary

Valle Verde Early College High School promotes a positive campus culture through communication, collaboration, and stakeholder engagement. Employee survey results averaged 4.19 out of 5, while parent survey results averaged 4.09 out of 5. VVECHS will focus on increasing parent and employee survey participation to gather broader feedback, strengthen communication, and guide continuous improvement.

Strengths

VVECHS demonstrates positive stakeholder perceptions, with employee survey results averaging 4.19 out of 5 and parent survey results averaging 4.09 out of 5. These results reflect a generally positive campus environment and provide a foundation for continued collaboration, communication, and stakeholder engagement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	VVECHS will continue to strengthen stakeholder engagement by increasing parent and employee participation in surveys to ensure broader representation of perspectives and inform campus improvement efforts.	VVECHS will continue to prioritize effective communication and targeted outreach strategies to increase parent and employee survey participation, strengthen stakeholder engagement, and ensure diverse perspectives inform campus improvement efforts.

★ = 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] **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] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**

- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [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] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

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: TEA state accountability ratings and accountability reports

STAAR/EOC performance data by subject and student group

Campus checkpoints assessment results

SLC meeting agendas, minutes, and data-analysis documentation

Student intervention and progress-monitoring records

Strategy 1

VVECHS teachers will meet weekly in Small Learning Communities (SLCs) to analyze student achievement data, identify learning gaps, develop targeted instructional interventions, and monitor student progress to improve academic outcomes and state accountability performance.

Strategy's Expected Result/Impact: Students will demonstrate increased academic achievement and progress toward meeting or exceeding state accountability standards. Through consistent data analysis, targeted intervention, and progress monitoring, VVECHS will improve instructional effectiveness, address identified learning gaps, and increase the likelihood of achieving a state accountability rating of C or better.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SLC Leads, Teachers

Title I: 2.5.1

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

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: STAAR/EOC student growth reports

Interim and checkpoint assessment results

Weekly lesson plans and documentation of instructional adjustments

Student progress-monitoring records

Strategy 1

VVECHS teachers will develop and refine TEKS-aligned weekly lesson plans using student performance data to differentiate instruction, address individual learning needs, and provide opportunities for students to demonstrate and accelerate academic growth.

Strategy's Expected Result/Impact: At least two out of three students will demonstrate measurable academic growth on STAAR/EOC. Students will receive instruction aligned to their learning needs, with support to maintain performance and progress toward Masters.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SLC Leads, Teachers

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $9,414, SEE Teacher Title IV, Part A, SSAEP, $18,744

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: STAAR/EOC results by performance level

Interim and checkpoint assessment results

Prescriptive tutoring attendance and participation records

Intervention documentation aligned to priority TEKS

Student performance and progress-monitoring reports

Strategy 1

VVECHS will provide prescriptive tutoring and targeted academic interventions based on course checkpoints and interim assessment data to address identified learning gaps, strengthen

mastery of priority TEKS, and support students in progressing toward Meets Grade Level performance.

Strategy's Expected Result/Impact: Students receiving prescriptive tutoring and targeted interventions will demonstrate increased mastery of identified priority standards and improved performance on interim and STAAR/EOC assessments. At least one in two students will achieve Meets Grade Level or higher on STAAR/EOC exams.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SLC Leads, Teachers, SEE Teacher

Funding Sources: Afterschool and Saturday Tutorials Title I, Part A, $5,000, Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 4 ☑ High Priority

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

Evaluation Data Source: STAAR/EOC results disaggregated by EB status

Interim and common assessment results for EB students

EB student progress-monitoring records

Language-supported lesson plans and instructional documentation

ESL/EB intervention and tutoring participation records

TELPAS results, where applicable, to monitor English language proficiency

Strategy 1

VVECHS teachers will provide EB students with targeted, language-supported instruction and prescriptive interventions aligned to priority TEKS and STAAR/EOC expectations, using student performance data to identify learning needs and monitor progress toward Meets Grade Level performance or higher.

Strategy's Expected Result/Impact: EB students will demonstrate increased mastery of priority TEKS and improved academic and language-related performance. At least one in three EB students will achieve Meets Grade Level or higher on STAAR/EOC assessments, with progress monitored throughout the instructional year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, SLC Leads, Content-Area Teachers, Instructional Coach, SLC Leads

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. State Bilingual, $14,400

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 5 ☑ High Priority

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

Evaluation Data Source: STAAR/EOC results disaggregated by special education status

Interim and checkpoint assessment results

IEP progress reports and applicable progress-monitoring data

Special education intervention and tutoring participation records

ARD committee documentation, as appropriate

Strategy 1

VVECHS will provide students receiving special education services with individualized, standards-aligned instruction and prescriptive interventions based on STAAR/EOC and classroom performance data, while consistently implementing appropriate accommodations and monitoring progress toward Meets Grade Level performance or higher.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased mastery of grade-level TEKS through individualized instruction, targeted intervention, and appropriate accommodations. At least one in four SPED students will achieve Meets Grade Level or higher on STAAR/EOC assessments, with student progress monitored throughout the instructional year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teacher, Special Education Paraprofessional, Content- Area Teachers, Instructional Coach, SLC Leads

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 6 ☑ High Priority

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

Evaluation Data Source: PEIMS graduation and cohort reports

Four, five, and six-year longitudinal graduation-rate data

Student transcripts and credit accumulation reports

Individual graduation plans and graduation audits

Attendance and course-completion reports

At-risk student monitoring and intervention records

Strategy 1

VVECHS will implement a proactive graduation-monitoring and intervention system in which counselor, administrators, and teachers regularly review student credits, course progress, attendance, and graduation plans to identify students at risk and provide individualized supports, interventions, and postsecondary guidance.

Strategy's Expected Result/Impact: Students will remain on track toward graduation through timely identification of academic, attendance, and credit deficiencies and access to individualized interventions and supports. At least nine in ten students will graduate within four years, with students receiving proactive guidance and support to remain on their graduation pathway.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Registrar, Teachers, SLC Leads, Instructional Coach

Title I: 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 7 ☑ High Priority

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

Evaluation Data Source: TEA CCMR accountability reports

PEIMS and applicable CCMR data submissions

Dual-credit course completion reports

Community college associate degree attainment records

Industry-based certification, where applicable

Student postsecondary plans and CCMR tracking reports

Strategy 1

VVECHS will sustain and expand its successful college and career readiness pathways by supporting students in completing dual-credit coursework and associate degree requirements through El Paso Community College (EPCC), while providing individualized advising and monitoring of CCMR indicators to ensure students remain on track for postsecondary readiness.

Strategy's Expected Result/Impact: VVECHS will maintain an A rating for college, career, and military readiness while sustaining its high rate of students earning an associate degree through the El Paso Community College. Students will receive ongoing academic and postsecondary advising to remain on track for dual-credit completion, associate degree attainment, and other qualifying CCMR indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Dual-Credit Teachers, Online College Course Facilitators, SLC Leads, Instructional Coach

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 8 ☑ High Priority

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

Evaluation Data Source: TEA college-readiness and CCMR accountability reports

SAT and TSIA2 results

Dual-credit enrollment and course-completion records

Community college associate degree progress and attainment reports

Student college-readiness tracking reports

UTEP Accelerated Scholarship eligibility and participation records, where applicable

Strategy 1

VVECHS will strengthen college readiness by supporting students in completing dual-credit coursework and associate degree requirements through the El Paso Community College (EPCC), providing individualized academic and postsecondary advising, and monitoring college-readiness indicators. Students who earn their associate degree early will be supported in pursuing continued postsecondary education at The University of Texas at El Paso (UTEP) through the Accelerated Scholarship opportunity, when eligible, in 12th grade or sooner.

Strategy's Expected Result/Impact: At least eight in ten graduates will meet the college-readiness criteria established by state accountability. Students will receive ongoing academic advising and support to complete college-level coursework, progress toward associate degree attainment, and meet applicable college-readiness benchmarks before graduation. Eligible students who earn their associate degree early will have the opportunity to continue their education at UTEP through the Accelerated Scholarship pathway.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Dual-Credit Teachers, Online College Course Facilitators, SLC Leads, Instructional Coach

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $10,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 9 ☑ High Priority

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

Evaluation Data Source: Dual-credit enrollment records identifying students enrolled in Field of Study courses.

College course completion and academic progress reports.

Student academic advising and degree-planning records.

Documentation of student support, tutoring, and interventions for students experiencing difficulty in college-level coursework.

Strategy 1

VVECHS will strengthen career readiness by monitoring students' progress through associate degree pathways, with particular attention to completion of college-level Field of Study coursework.

Strategy's Expected Result/Impact: At least six in ten graduates will be considered career ready as defined by state accountability. Students will receive ongoing academic advising and support to complete college-level coursework, progress through Field of Study courses, and meet applicable CCMR benchmarks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CTE Teacher, Instructional Coach

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 10 ☑ High Priority

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

Evaluation Data Source: Individual academic and college-readiness plans for students receiving special education services.

Dual-credit enrollment, course completion, and academic progress records.

Student advising records documenting degree progress, academic supports, and communication with college partners.

Student support and progress-monitoring records maintained by special education case managers and counselor.

Strategy 1

VVECHS will coordinate individualized academic planning, special education supports, and college advising to help students receiving special education services progress toward a Distinguished Level of Achievement diploma and associate degree completion.

Strategy's Expected Result/Impact: At least one in six students receiving special education services will earn a Distinguished Level of achievement diploma and an associate degree before high school graduation. Students will receive ongoing academic advising and individualized support to complete high school and college-level coursework, progress toward associate degree attainment, and meet degree requirements before graduation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, SPED Teacher, SPED Paraprofessional, Content-Area Teachers, SLC Leads, Instructional Coach

Funding Sources: Teacher State Special Education, $84,683

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 11 ☑ High Priority

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

Evaluation Data Source: SAT reading and mathematics score reports

TSIA2 reading and mathematics results

Student-level college-readiness tracking reports

Diagnostic and practice assessment results

Reading and mathematics intervention participation records (HB1416)

CCMR monitoring reports documenting students who meet qualifying benchmarks in both subject areas

Strategy 1

VVECHS will provide targeted reading and mathematics instruction, diagnostic assessments, and individualized TSIA/SAT preparation to help students develop the skills needed to meet college-readiness benchmarks in both subject areas. Teachers and counselors will monitor student performance, identify students requiring additional support, and provide targeted interventions and testing opportunities before graduation.

Strategy's Expected Result/Impact: At least one in three graduates will demonstrate college readiness in both reading and mathematics through qualifying TSIA or SAT results. Students will have increased access to targeted test preparation, academic interventions, and progress monitoring to strengthen college-level reading and mathematics skills and meet established college-readiness benchmarks before graduation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Instructional Coach, SLC Leads, Teachers

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $10,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 12 ☑ High Priority

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

Evaluation Data Source: Community college transcripts and official degree-award records

Associate degree completion and attainment reports

Student dual-credit course enrollment and completion reports

Degree audit and academic progress reports

Student advising and intervention documentation

Annual graduate outcome and postsecondary attainment reports

Strategy 1

VVECHS will strengthen its early college pathway by monitoring students' progress toward associate degree completion, providing individualized academic advising and support, and collaborating with El Paso Community College (EPCC) to address barriers to degree attainment and ensure students remain on track to earn a postsecondary degree.

Strategy's Expected Result/Impact: At least one in two VVECHS graduates will earn a postsecondary degree. Students will receive ongoing academic advising, degree-progress monitoring, and coordinated support from VVECHS and EPCC to complete degree requirements and transition successfully to postsecondary education while enrolled in high school.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Dual-Credit Teachers, Online Course Facilitators, SLC Leads, Instructional Coach

Funding Sources: Afterschool and Saturday Tutorials Title I, Part A, $5,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

Formative Reviews

November	March	May

Performance Objective 13 ☑ High Priority

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

Evaluation Data Source: Community college dual-credit enrollment reports

Official college transcripts documenting earned credits

Dual-credit course completion and pass-rate reports

Student transcripts and graduation records

College credit attainment reports disaggregated by student group

Student advising records and dual-credit progress-monitoring reports

Strategy 1

VVECHS will promote participation and success in dual-credit coursework by providing students with academic advising, monitoring enrollment and course completion, and coordinating with El Paso Community College (EPCC) to address barriers to earning college credits before graduation.

Strategy's Expected Result/Impact: At least one in three VVECHS graduates will earn college credits while in high school. Students will have increased access to dual-credit opportunities, receive guidance in selecting appropriate college courses, and demonstrate successful completion of coursework that contributes to their postsecondary goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Go Center Specialist, Dual-Credit Teachers, Online College Course Facilitators, SLC Leads, Instructional Coach

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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.

Evaluation Data Source: Foundation of Business Communication and Technologies course enrollment and completion records.

Certification examination registration, participation, and results records.

Documentation of industry-based certifications earned.

Graduate cohort records and accountability reports.

PEIMS records documenting industry-based certifications, as applicable.

Strategy 1

VVECHS will leverage the Foundation of Business Communication and Technologies course to provide students with opportunities to develop business technology skills and prepare for an appropriate industry-based certification examination. The business teacher and College Career Readiness personnel will identify eligible students, communicate certification requirements, monitor student preparation, and coordinate examination opportunities.

Strategy's Expected Result/Impact: At least six in ten graduates will meet the industry-based certification. Students will have increased opportunities to demonstrate industry-relevant business technology skills, strengthen career readiness, and complement their early college and associate degree pathways.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CTE Teacher, College Career Readiness Team

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. State Career and Technical, $58,058

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 15 ☑ High Priority

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

Evaluation Data Source: Student-level TSIA2 and SAT preparation and participation records.

Student intervention and progress-monitoring records in reading and mathematics.

Documentation of instructional supports, allowable testing accommodations, and individualized college-readiness plans, as applicable.

Records of student conferences and counseling related to assessment readiness and postsecondary planning.

Strategy 1

VVECHS will implement individualized college-readiness support for students receiving special education services to increase the percentage demonstrating readiness in both reading and mathematics. Special education staff, content-area teachers, counselor will review student assessment histories and progress-monitoring data to identify readiness gaps and develop targeted support plans.

Strategy's Expected Result/Impact: At least one in ten graduates will demonstrate college readiness in both reading and mathematics through the TSIA2 or SAT. Targeted instruction, individualized support, and continued progress monitoring are expected to strengthen academic skills, increase the number of students meeting college-readiness benchmarks, and expand access to college coursework and postsecondary opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, SPED Teacher, SPED Paraprofessional, English and Math Teachers,

Funding Sources: Instructional materials, technology, and supplemental resources to support diverse learning needs. Title I, Part A, $5,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

VVECHS campus leadership will promote employee engagement through consistent communication, opportunities for staff input, collaborative decision-making, and recognition of employee contributions. Campus leaders will review Employee Engagement Survey results, identify strengths and opportunities for improvement, and implement appropriate actions to address staff feedback. Progress will be monitored throughout the school year to strengthen workplace culture, employee satisfaction, and staff retention.

Strategy's Expected Result/Impact: VVECHS will achieve an overall employee satisfaction score of 4.0 or better on the 5.0-point Employee Engagement Survey scale.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, SLC Leads

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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.

Evaluation Data Source: Parent Satisfaction Survey

Strategy 1

VVECHS will strengthen family engagement through timely communication, accessible opportunities for parent input, and clear guidance on academic progress and postsecondary pathways. Campus administrators, counselor, and teachers will communicate regularly with parents and guardians regarding student achievement, dual-credit coursework, graduation progress, and college-readiness opportunities. Campus leadership will review Parent Satisfaction

Survey results, identify areas for improvement, and implement responsive actions to strengthen family partnerships and satisfaction.

Strategy's Expected Result/Impact: VVECHS will achieve a parent satisfaction score of 4.0 or higher on the 5.0-point Parent Satisfaction Survey scale.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Leadership, SLC Leads, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Campus master calendar and event schedules documenting planned engagement activities.

Parent meeting agendas, sign-in sheets, and attendance records.

Event announcements, invitations, and communication logs.

Meeting materials, presentations, and records of family and community engagement activities.

Documentation of stakeholder feedback and follow-up actions, when available.

Strategy 1

VVECHS will host at least one parent meeting or family and community engagement activity each nine weeks to strengthen communication and collaboration among campus staff, families, and community partners. Campus administrators, counselor, teachers, and designated staff will coordinate activities focused on student achievement, academic progress, dual-credit coursework, associate degree attainment, graduation requirements, and postsecondary opportunities.

Strategy's Expected Result/Impact: VVECHS will conduct at least one parent meeting or engagement activity per nine weeks, providing a minimum of four engagement opportunities during a four-nine-week school year. These activities are expected to strengthen family and community partnerships, improve communication regarding student progress and postsecondary pathways, and increase stakeholder involvement in supporting student achievement and college readiness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach, SLC Leads, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 4 ☑ High Priority

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: Campus club and organization rosters.

Academic UIL team and competition participation records.

Club sponsor records and activity schedules.

Student leadership, fine arts, and volunteer service participation records, as applicable.

Extracurricular activity announcements and recruitment documentation.

Strategy 1

VVECHS will promote student participation in extracurricular opportunities by expanding awareness of campus clubs, organizations, academic UIL competitions, leadership activities, fine arts opportunities, and volunteer service.

Strategy's Expected Result/Impact: At least 50% of the VVECHS student population will participate in at least one qualifying extracurricular activity during the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, SLC Leads, Club and Organization Sponsors, Academic UIL Coordinator, Fine-Arts Teacher, Student Leadership Teacher

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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: Approved campus budget and budget allocation records.

Campus purchase requests and expenditure approvals.

Budget monitoring reports and expenditure reviews.

Documentation of resource allocation decisions and purchasing procedures.

Strategy 1

VVECHS will comply with district budget procedures, established timelines, spending restrictions, and all applicable state and federal financial requirements. The principal and campus budget clerk will meet weekly to review expenditures, monitor the budget balance, and ensure that spending remains within the allocated campus budget.

Strategy's Expected Result/Impact: VVECHS will maintain campus expenditures at or below the allocated campus budget. Regular financial monitoring and strategic resource allocation are expected to promote responsible stewardship of district funds, ensure compliance with district procedures, and direct available resources toward instructional priorities, student support services, and the campus's early college and college-readiness goals.

Staff Responsible for Monitoring: Principal, Budget Clerk

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

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

VVECHS will follow district financial, purchasing, inventory, cash handling, and recordkeeping procedures, including all required timelines and applicable state and federal requirements. VVECHS will implement systems to regularly monitor, review, and document campus financial processes, inventory records, and required reconciliations.

Strategy's Expected Result/Impact: Consistent monitoring, accurate documentation, and timely action will strengthen financial accountability, promote compliance, and protect district resources.

Staff Responsible for Monitoring: Principal, Assistant Principal, Budget/Business Clerk

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

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

VVECHS will implement systems to schedule, monitor, document, and review all required safety drills and exercises in accordance with district and Texas School Safety Center requirements. The Administrator and designated campus safety personnel will maintain a compliance calendar, verify completion and documentation, and conduct periodic reviews to identify and address gaps.

Strategy's Expected Result/Impact: VVECHS will complete 100% of required safety drills and exercises and have no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal (Campus Safety Coordinator), Teachers, Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Valle Verde Early College High School

Total SCE Funds: $25,189.00

Total FTEs Funded by SCE: 0.5

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

Action item	Key steps	Responsible parties
1. Establish the needs assessment team	Identify campus staff, teachers, District representatives, parents, and other relevant stakeholders to participate in the assessment.	Principal, Campus Leadership Team, CEIC, SLC Leads
2. Collect and review campus data	Review STAAR/EOC results, student growth, graduation rates, CCMR outcomes, associate degree attainment, attendance, student engagement, employee and parent surveys, safety, and budget records.	Principal, Campus Leadership Team, CEIC, SLC Leads
3. Analyze student group outcomes	Review available data for all students, Emergent Bilingual (EB) students, and students receiving special education services to identify strengths, trends, and opportunities for improvement.	Principal, Campus Leadership Team, SLC Leads
4. Gather stakeholder feedback	Collect input from staff, students, parents, and surveys, meetings, and structured discussions.	Principal, Campus Leadership Team, CEIC, SLC Leads
5. Identify strengths and needs	Compare student outcomes, stakeholder feedback, and implementation evidence to identify successful practices, barriers, and potential root causes.	Principal, Campus Leadership Team, CEIC, SLC Leads
6. Prioritize campus needs	Rank identified needs according to student impact, supporting evidence, priorities, and the campus's ability to address them.	Principal, Campus Leadership Team
7. Align findings with the Campus Improvement Plan	Connect priority needs to measurable performance objectives, actionable strategies, expected results, evaluation data sources, and staff responsibilities.	Principal, Campus Leadership Team
8. Review Title I Schoolwide alignment	Ensure that the needs assessment informs campus wide improvement priorities and that proposed Title I-funded activities meet applicable federal requirements.	Principal, Budget Clerk
9. Monitor progress throughout the year	Review implementation and available outcome data at least each nine weeks, document progress, and adjust strategies when needed.	Principal, Campus Leadership Team
10. Evaluate results and plan next steps	Assess progress toward objectives, document lessons learned, and use findings to guide the next annual needs assessment.	Principal, Campus Leadership Team

1.2 Location for Evidence of Multiple Meetings Held

Evidence of 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)

VVECHS developed and reviewed the Campus Improvement Plan (CIP) collaboratively with the Campus Leadership Team. The process included reviewing campus performance data, student achievement and growth, graduation and college-readiness outcomes, associate degree attainment, employee and parent satisfaction, student engagement, campus safety, and budget and compliance requirements.

The Campus Leadership Team reviewed campus strengths, identified areas for continuous improvement, and provided input on campus priorities, measurable performance objectives, strategies, and expected outcomes. Special attention was given to student achievement, the needs of Emergent Bilingual (EB) students and students receiving special education services, and VVECHS's early college mission.

Feedback and recommendations from the Campus Leadership Team informed the development and refinement of CIP objectives and strategies. Campus leadership will monitor implementation and review progress throughout the school year, using available data and stakeholder feedback to determine whether adjustments are needed to support continuous improvement.

2.2 Stakeholders 1114(b)(2)

Stakeholders, including teachers, parents, students, and school staff, were consulted through meetings and discussions to identify campus needs, gather feedback, and prioritize improvement goals for the Campus Improvement Plan (CIP).

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

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