Ysleta Independent School District

Hanks Middle School

Accountability Rating: B

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, 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

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Mission Statement

“We will **Never Surrender** in our pursuit of developing caring and inspired lifelong learners and leaders.”

Vision

“To build a supportive community where every student discovers their potential in an environment that is **Courteous**, **Accountable** , **Valiant** and **Safe**."

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Comprehensive Needs Assessment

Demographics

Summary

Hanks Middle School will begin its 6th year for the 2026-27 school year. This will be our 5th year at our new campus. Our mascot is "The Cavalier." We will have 940 students at Hanks Middle School. Our campus is located at 11201 Pebble Hills. Our campus will host all of our feeder elementary campuses. We are excited to have a new state of the art building for the students in our community. Hanks Middle School received an overall rating of 87 by TEA for 2025-26 school year. Six Distinctions were given to Hanks Middle School. Distinction for ELA/Reading, Mathematics, Science, Social Studies and Comparative Academic Growth. HMS maintained at least 90% of eighth-grade students with a rating of Meets Grade Level on Algebra 1 with 98% approaches, 91% Meets and 73% Masters.Hanks Middle School increased the percent of students achieving growth as measured on STAAR/EOC. Reading 80% approaches, 52% meets, 21% mastersMath 74% approaches, 46% meets, 13% masters. An increase in the percent of EL students making progress toward English proficiency as measured by TELPAS.

Strengths

Our strengths as a campus are:

Rdg 85% 84% 59% 61% 26% 28% 87 88 +1 (From previous year)

Mth 76% 77% 49% 52% 19% 14% 79 79 +1 (From previous year)

Alg 9% 98% 82% 92% 57% 72% 95 97 +2(From previous year)

Combined 79% 79% 53% 55% 23% 24% 83 84 +1 (From previous year)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
2 ★	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
3 ★	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
4 ★	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

★ = Priority

Student Learning

Summary

Rdg 85% 84% 59% 61% 26% 28% 87 88 +1

Mth 76% 77% 49% 52% 19% 14% 79 79 0

Soc 66% 62% 38% 33% 15% 16% 72 69 -3

A1 99% 98% 82% 92% 57% 72% 95 97 +2

Combined 79% 79% 53% 55% 23% 24% 83 84 +1

Strengths

Rdg 85% 84% 59% 61% 26% 28% 87 88 +1 (From previous year)

Mth 76% 77% 49% 52% 19% 14% 79 79 +1 (From previous year)

Alg 9% 98% 82% 92% 57% 72% 95 97 +2(From previous year)

Combined 79% 79% 53% 55% 23% 24% 83 84 +1 (From previous year)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
2 ★	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
3 ★	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4 ★	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

★ = Priority

School Processes & Programs

Summary

Hanks MS works and strives for Curriculum & instruction. Professional development. Leadership & decision-making processes. Communication. Organization & context, scheduling, support services, extracurricular/cocurricular opportunities and Technology integration to be an integral part of our campus culture.

Strengths

Hanks MS Strengths:

- Weekly Leadership Meetings

- Weekly ILT meetings

- Quarterly Budget Reviews

- Quarterly Technology Reviews

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Maintaining a balanced and effective budget	Increase Budget Constraints have made the needs of our campus harder to grow.

★ = Priority

Perceptions

Summary

Hanks MS emphasizes and values Parent and family engagement. WE have open houses, monthly calendars and newsletters, meet the principal, bridge camps, concerts, games CEIC etc. available to all parents and community to keep up to date on what is happening on our campus and how participation can be done.

Strengths

Quarterly CEIC meetings

Quarterly Coffee with the principal

Semester Open House

Concerts and/or Games done weekly

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Increase Parent Survey by 2%	Communication growth is needed
2 ★	Increase Employee Survey by 2%	Communication growth is needed

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
2 ★	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
3 ★	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4 ★	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.
5 ★	Increase Parent Survey by 2%	Communication growth is needed
6 ★	Increase Employee Survey by 2%	Communication growth is needed

7 ★

Maintaining a balanced and effective budget

Increase Budget Constraints have made the needs of our campus harder to grow.

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

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**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure 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

Use DOK to increase the level of rigor in one or more of the 4 core classes of RLA, Math, Science and Social Studies. Include writing across the curriculum to increase the amount of time students are writing, continue with Lead4Ward engaging activities and the purchase of Flocabulary and Brain Pop, Lowman.

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 4 - Student Learning 4

Funding Sources: Quizizz, Lowman, Brain Pop, Flocabulary Title I, Part A, 211-11-6395-00-057-24-000-A, $3,665

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Use SEE Tutors in RLA and Math classes to increase Meets levels in all grade levels.

Strategy's Expected Result/Impact: Increase in Performance, growth to ensure a C or better rating.

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides

Problem Statements: Demographics 4 - Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 2

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

Strategy 1 ☑ Targeted Support Strategy

HMS will offer fall, spring interventions for students who have failed any STAAR the previous school year within the core areas of Math, Science, Reading and Social Studies. Intervention will be provided before school, after school, advisory, Saturday, during class time and intersession.

Strategy's Expected Result/Impact: Increase in growth and performance on STAAR and Interim.

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 4 - Student Learning 4

Funding Sources: Title I, Part A, 211-11-6399-00-057-24-000-A, $7,500

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Teachers will provide small group instruction during class 2 times weekly and provide needed in school and after school, and Saturday interventions for all students.

Strategy's Expected Result/Impact: Increase in growth and performance on STAAR and Interim

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 1, 2 - Student Learning 2, 3

Funding Sources: Extra Duty Pay for tutoring and Saturday Camps Title I, Part A, 211-11-6118-00-057-24-000-A, $20,000, Substitutes for Tier 1 Planning and Intervention Title I, Part A, 211-11-6112-00-057-24-000-A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 3

Teachers will provide small group instruction during class at least 2-3 times weekly and provide needed in school / after school, summer school and Saturday interventions for all students.

Strategy's Expected Result/Impact: Increase in growth and performance on STAAR and Interim

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4

Funding Sources: Transportation for after school tutoring Title I, Part A, 211-11-6494-00-057-24-000-A, $5,500

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
2	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
3	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.

4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
2	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
3	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 3

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

Strategy 1

Certified G.T. and Stem certified teachers will provide rigorous lessons increase DOK level for all G.T. .students. Chrome books to explore and research projects to include robotics and media. Training for all GT teachers. GT students will be provided programs such as Creative Learning Collaborative Q-BEC to enhance their critical thinking skills.

Strategy's Expected Result/Impact: Increase in Meets and Masters Levels on STAAR and Interim

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4

Funding Sources: Supplies Gifted and Talented, 199-11-6399-00-057-21-000, $487, Collaborative Q-BEC Gifted and Talented, 199-11-6412-00-057-21-000, $2,530.67, Travel/Subsistance Gifted and Talented, 199-11-6412-00-057-21-000, $2,909.33

Formative Reviews

November	March	May

Strategy 2

Students will utilize iReady, Progress Learning, Lowman and other STAAR practice material in order to increase personalized learning targets for students based on BOY, MOY and EOY diagnostic assessment.

Strategy's Expected Result/Impact: Increase in growth and performance on STAAR and Interim

Problem Statements: Demographics 4 - Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 3

Chrome books will be utilized to support students in College and career readiness class. IBD will be utilized in classroom of teachers who support career and technology teachers.

Staff Responsible for Monitoring: Principal, IC, AP

Problem Statements: Demographics 3, 4 - Student Learning 1, 4

Funding Sources: State Career and Technical, 19922, $4,984

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons

2	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
3	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.
2	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
3	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 4

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

Strategy 1

All EB Students will be provided with support based on Individual needs through intervention in advisory, afterschool, intersession and Saturday's.

Strategy's Expected Result/Impact: Increase in TELPAS growth, performance and program exit percent.

Staff Responsible for Monitoring: AP's, Instructional Coaches, Teachers, Aides.

Problem Statements: Demographics 3 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Increase in our EB TELPAS	Writing and Speaking ratings have room for improvement.

Performance Objective 5

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

Strategy 1

All teachers will provide interventions for all SPED Students daily in class (small group), after school tutoring, morning tutoring, STAAR Camps to include a SPED support staff.

Strategy's Expected Result/Impact: At-risk, Failure reports

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher(s), Instructional Coaches, Sp Ed Teacher(s)

Problem Statements: Demographics 1, 2, 4 - Student Learning 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
2	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Increase in 8th Grade Science in the approaches, meets, and masters.	Rigor of TEKS aligned to daily assignments/lessons
3	Inrease in 8th Grade Social Studies approaches, meets and masters.	Rigor of TEKS aligned to daily assignments/lessons
4	Overall increase in approaches, meets and masters in RLA, Science, Social Studies and Math.	Increase from year to year for each area were 0%, 2% and 1%.

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

Increase the participation of the Employee Engagement Survey in order to improve and promote a positive customer service for all stake holdersShare results from climate survey with faculty and staff and also provide opportunity during CEIC and faculty meetings for feedback to improve results.

Strategy's Expected Result/Impact: Compliance Report, Data File, Evaluation results

Staff Responsible for Monitoring: Princpal, CEIC, AP

Problem Statements: Perceptions 2

Formative Reviews

November	March	May

Strategy 2

Increase communication with teachers by providing a weekly newsletter. Participate in PLC and develop a culture of coaching.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Perceptions 2

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Increase Employee Survey by 2%	Communication growth is needed

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

Share results from parent climate survey with faculty and staff and also provide opportunity during CEIC and faculty meetings for feedback to improve results.

Staff Responsible for Monitoring: Princpal, CEIC, AP

Problem Statements: Perceptions 1

Formative Reviews

November	March	May

Strategy 2

Hanks Middle School will provide opportunities for parents such as, "Parent Info Night, parent conferences, monthly presentations for parents with updated information to help improve communication and increase satisfaction survey.

Staff Responsible for Monitoring: Principal, CIS

Problem Statements: Perceptions 1

Funding Sources: CIS Coordinator Title I, Part A, 21124, $35,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Increase Parent Survey by 2%	Communication growth is needed

Performance Objective 3

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

Strategy 1

Counselors and CIS, and CVC will provide presentations that address violence prevention such as bullying, cyber-bullying and dating violence. Character Education, Random Acts of Kindness presentations will also be provided. Parents will be provided opportunities to participate in parent conferences, parent information night, Title I meeting. Monthly CVS, concerts, athletics meetings, etc

Staff Responsible for Monitoring: Principal. AP's Leadership Team.

Problem Statements: Perceptions 1, 2

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Increase Parent Survey by 2%	Communication growth is needed
2	Increase Employee Survey by 2%	Communication growth is needed

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

Monthly newsletters, Daily announcements and campus calendars will provide all the opportunities for all upcoming extra-curricular opportunities.

Problem Statements: Perceptions 1, 2

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Increase Parent Survey by 2%	Communication growth is needed
2	Increase Employee Survey by 2%	Communication growth is needed

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

Administration and custodial staff will meet monthly to identify needed improvements for facility Ensure desks and areas of the school are sanitized.

Staff Responsible for Monitoring: Principal, AP, and Head Custodian.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Maintaining a balanced and effective budget	Increase Budget Constraints have made the needs of our campus harder to grow.

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

Administration and budget clerk will meet monthly to review the budget. Budget information will

also be presented to CEIC.

Staff Responsible for Monitoring: Principal, Budget Clerk, secretary

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	May

Strategy 2

Needs assessment with data analysis will be completed and presented at CEIC and Faculty at the end of each year to determine the effectiveness of all instructional/non instructional programs

Staff Responsible for Monitoring: Principal, Budget Clerk, secretary

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Maintaining a balanced and effective budget	Increase Budget Constraints have made the needs of our campus harder to grow.

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

Counselors and CIS, and 2Love1 will provide presentations that address violence prevention such as bullying, cyber-bullying and dating violence. Character Education, Random Acts of Kindness presentations will also be provided.

Problem Statements: School Processes & Programs 1

Funding Sources: Title I, Part A, 211-61-6299-00-057-24-163-A, $3,000

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Maintaining a balanced and effective budget	Increase Budget Constraints have made the needs of our campus harder to grow.

State Compensatory Education

State Compensatory

Budget for Hanks Middle School

Total SCE Funds: $703,470.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

Pay Teacher Salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

Purpose and Scope:

The purpose of our campus needs assessment process at Hanks MS is to evaluate the effectiveness of our current action items and make informed decisions to enhance our educational environment. This systematic approach is designed to ensure that our strategies are aligned with our mission and goals, ultimately fostering a better learning experience for our students.

Methodology:

The needs assessment process involves several steps to gather, evaluate, and decide on the effectiveness of current initiatives in the campus. These steps are outlined as follows:

1. Creation of the Needs Assessment Form: A comprehensive form was developed to list all current action items implemented on campus. This form included provisions for teachers to provide feedback and justification for their decisions.

2. Teacher Review: All teachers were given the opportunity to review each action item. They assessed the effectiveness of each item based on their experiences and observations throughout the academic year.

3. Decision-Making: For each action item, teachers were required to make one of the following decisions:

- Continue: Maintain the action item if it proves to be effective and beneficial.

- Discontinue: Remove the action item if it is found to be ineffective or redundant.

Teachers were also required to provide specific reasons for discontinuing any action item. This feedback was crucial in understanding the challenges and limitations associated with these actions.

4. Compilation of Results: The feedback and decisions from all teachers were compiled and analyzed. This data provided a clear picture of the overall effectiveness of our current strategies and highlighted areas needing improvement.

5. Review at the Final Campus Educational Improvement Council (CEIC) Meeting: The compiled results were presented and discussed at the final CEIC meeting. During this meeting, members reviewed the feedback and made final decisions on which action items to continue or discontinue. This collaborative review ensured that the decisions made were reflective of the collective insights and experiences of our educators.

6. Finalization and Integration: The finalized decisions and justifications were documented and integrated into the Campus Improvement Plan. This updated plan outlines the actions we will continue to implement and introduces new strategies to address identified needs.

1.2 Location for Evidence of Multiple Meetings Held

Went over the CNA process October 20th, 2026; 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)

Schedule the CNA timeline:

a. CNA Start: October 2026

b. CNA End/Due: April 2026

Location:

a. Hanks MS PLT Room

2.2 Stakeholders 1114(b)(2)

Evidence of meeting is located in the 'Committee' section of the CIP

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

a. Demographics

b. School Culture and Climate

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

d. Curriculum, Instruction, and Assessment

e. Parent and Family Engagement

f. Student Achievement

g. Technology

h. College and Career Readiness

i. School Climate

j. School Safety & Security

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

a. STAAR Data

b. Checkpoint Data

c. TSIA Data

d. PEIMS Data

6. Identify problem statements and conduct a root cause analysis

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

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

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

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

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

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

For documentation purposes, the evidence, data and minutes for the evaluation of the programs effectiveness is located in the minutes of our CEIC meetings in the 'Committee' section of the CIP