Ysleta Independent School District

Parkland Middle School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:09 PM

Mission Statement

Every student. Every day. Whatever it takes. It begins with us.

Vision

Parkland Pre-Engineering Middle School Students will be prepared and inspired to show empathy, respect, and leadership so that they are all successful socially and academically.

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Comprehensive Needs Assessment

Demographics

Summary

Parkland Pre-Engineering Middle School opened its doors in 1969 and serves predominantly middle and lowers socioeconomic families. Parkland Pre-Engineering Middle School serves 1145 students in grades 6 to 8. The student population is 3.9% African-American, 4.1% White, 0.2% Asian, 90.2% Hispanic, and has a low socioeconomic status of 80.4%. The campus serves 170 English Language Learner students, 98 students identified for 504 services, 38 students in RTI, 248 students served through special education services.

Strengths

Rdg 83% + 3, 58% + 4, 30% + 6

Mth 75% +6, 43% +7, 11% +2

Soc 63% + 5, 33% + 3, 15% +2

A1 100% + 0, 92% +7, 67% +10

SCI 85% +12, 62% +15, 31% +20

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	10% percent of our EB served students met exit criteria.	Ensure teachers know their EB students and all special population students. We will have TELPAS extended learning opportunities for our students.
2 ★	Parkland Pre-Engineering Middle School averaged a 4.54 on the ECR on the 2025-26 STAAR Test.	Plan and execute ECR strategies during tier 1 instructions and interventions. Students need to continue to write and receive meaningful feedback to improve their writing process.
3 ★	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.
4 ★	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.
5 ★	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

★ = Priority

Student Learning

Summary

Parkland Pre-Engineering Middle School continues to demonstrate strong academic achievement and meaningful student growth. The 2027 data reflects significant progress across multiple measures, with the campus meeting all major academic achievement and growth targets. Student performance increased notably across STAAR assessments. The percentage of students achieving Meets Grade Level or higher increased from 44% to 51%, while the percentage achieving Masters Grade Level increased from 16% to 22%. Student growth was also strong, with 72% of students demonstrating growth in Reading and 66% demonstrating growth in Math.

Our eighth-grade students demonstrated particularly significant gains. Reading performance increased from 50% to 66% Meets Grade Level, Math increased from 34% to 53%, and Social Studies increased from 30% to 33%. Additionally, the campus met its goal of enrolling at least 30% of eighth-grade students in Algebra I, reaching 30% enrollment, while 92% of Algebra I students achieved Meets Grade Level or higher. We also celebrate the progress of our English Learners. The percentage of EL students achieving Meets Grade Level in English Language Arts/Reading increased substantially from 27% to 37%, exceeding the campus target.

Strengths

Parkland Pre-Engineering Middle School students demonstrate strong academic growth and increasing levels of achievement across multiple content areas. A significant strength is the campus-wide growth demonstrated in Reading and Math, with 72% of students showing growth in Reading and 66% showing growth in Math. Students are also demonstrating increased mastery of grade-level standards. The percentage of students achieving Masters Grade Level increased from 16% to 22% on STAAR, reflecting continued progress toward higher levels of academic performance. Overall STAAR performance also increased, with students achieving Meets Grade Level or higher increasing from 44% to 51%. Another notable strength is the performance of our eighth-grade students. Eighth-grade Reading increased to 66% Meets Grade Level, Math increased to 53%, and Social Studies increased to 33%. Additionally, 92% of Algebra I students achieved Meets Grade Level or higher, demonstrating strong performance among students participating in advanced coursework.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.
2 ★	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.
3 ★	10% percent of our EB served students met exit criteria.	Ensure teachers know their EB students and all special population students. We will have TELPAS extended learning opportunities for our students.

★ = Priority

School Processes & Programs

Summary

Parkland Pre-Engineering Middle School implements collaborative processes and programs designed to strengthen student achievement, staff engagement, parent involvement, and continuous campus improvement. The campus provides systematic opportunities for teachers and staff to contribute to decision-making through leadership committees, communication with supervisors, and ongoing feedback. The campus prioritizes service excellence and consistent communication with families through Blackboard, campus newsletters, Facebook, and X, ensuring parents are informed of campus activities, announcements, and student and staff accomplishments.

Parent and community engagement is supported through CIS and campus administration, who coordinate volunteer opportunities, family engagement activities, and student events. Programs include technology training, fine arts activities, and math and reading sessions designed to increase parent participation and strengthen support for student learning. The campus also maintains a strong focus on student-centered professional learning. Instructional coaches, administrators, lead teachers, and other personnel participate in district professional learning communities and share relevant practices with campus staff. Weekly Wednesday professional development provides ongoing opportunities for collaboration, instructional refinement, and the implementation of strategies focused on student needs and achievement.

Strengths

Parkland Pre-Engineering Middle School demonstrates strong systems and processes that promote collaboration, communication, family engagement, and continuous improvement. A key strength is the campus commitment to staff voice and shared decision-making, providing employees with opportunities to participate in leadership committees, communicate with supervisors, and provide feedback that supports campus improvement. Parental communication and engagement are another key to the campus' success. The campus systematically monitors the use of high quality instructional materials to prioritize instruction and also provides remediation or enrichment to all students strategically during the school day. All intervention systems address students gaps through data analysis.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.
2 ★	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.
3 ★	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

★ = Priority

Perceptions

Summary

Parkland Pre-Engineering Middle School demonstrates a qualitative feedback that parents recognize the dedication of teachers, administrators, counselors, coaches, and support staff. Parents frequently identified communication, caring teachers, academic support, extracurricular opportunities, and staff responsiveness as areas that are working well. Several parents specifically noted that staff members are accessible, supportive, and willing to address concerns. The campus uses parent feedback as an opportunity for continuous improvement. Survey responses identify opportunities to strengthen consistent parent-teacher communication, timely notification regarding student concerns and campus events, recognition of academic and extracurricular accomplishments, and consistency of the parent experience across all staff members. Parents also provided feedback regarding student safety, fine arts, extracurricular opportunities, and access to academic support. Overall, Parkland Middle conducts business effectively, with a strong foundation of caring staff, academic focus, family support, and responsive service. The campus will continue to use stakeholder feedback to ensure that our systems are consistent, transparent, and centered on the success of every Novillero.

Strengths

Parkland Pre-Engineering Middle School demonstrates several strong areas of positive perception among parents and caregivers. Families recognize the campus as a school where student learning and success are a high priority, reflected in a survey rating of 4.19 out of 5. Parents also report feeling that their families are treated with respect, with a rating of 4.09, and that they understand their child's learning goals, with a rating of 4.11. Parents also perceive the campus as providing the resources necessary for students to be successful. Overall, the perception data indicates that Parkland Middle has a strong foundation of student-centeredness, caring relationships, respect, academic focus, and staff support. These positive perceptions provide an important foundation for continued improvement and strengthening the partnership between the campus, students, and families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parkland Pre-Engineering Middle School averaged a 4.54 on the ECR on the 2025-26 STAAR Test.	Plan and execute ECR strategies during tier 1 instructions and interventions. Students need to continue to write and receive meaningful feedback to improve their writing process.
2 ★	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	10% percent of our EB served students met exit criteria.	Ensure teachers know their EB students and all special population students. We will have TELPAS extended learning opportunities for our students.
2 ★	Parkland Pre-Engineering Middle School averaged a 4.54 on the ECR on the 2025-26 STAAR Test.	Plan and execute ECR strategies during tier 1 instructions and interventions. Students need to continue to write and receive meaningful feedback to improve their writing process.
3 ★	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.
4 ★	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.
5 ★	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

★ = 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**

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] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**
- [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] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

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

Campus administration and leadership team will establish systems to monitor and improve the campus accountability domains that are below an A rating. The team will monitor STAAR performance, individual student growth, and all demographic groups.

Strategy's Expected Result/Impact: Improve the campus overall accountability rating and STAAR performance.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teachers, Counselor, Instructional Coaches, Librarian, Principal

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2

Funding Sources: Instructional Materials, Instructional Resources, Interventions Title I, Part A, $201,499, SCE Accelerated Education, $318,107

Title I: 2.5.3

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 2

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

Strategy 1

We will use individual student trackers, teacher data trackers, and campus data to show student academic progress and growth in all classes. Teachers will utilize data to adjust lessons and address learning gaps.

Strategy's Expected Result/Impact: 69% of students achieved growth on the 2025-2026 STAAR Exam. Improve the campus' overall growth in RLA and Mathematics.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teachers, Instructional Coaches, Principal

Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1

Funding Sources: Instructional Materials Title II, Part A, Supporting Effective Instruction, $85,114, Dyslexia, $40,201

Title I: 2.5.1

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

Performance Objective 3

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

Strategy 1

Increase targeted tutoring and enrichment sessions for masters or meets level students. In PLCs teachers will plan to use resources such as: Backward Planning, Lead4ward Strategies, Data Analysis, District-created resources, Teacher-created resources, and Data Trackers.

Strategy's Expected Result/Impact: 52% of students achieved meets or high on the 2025-2026 STAAR Exam. Improve the campus' overall meets/masters in all core STAAR Exams.

Staff Responsible for Monitoring: Assistant Principals, Classroom Teachers, Faculty and Staff, Instructional Coaches, Principal

Problem Statements: Demographics 2, 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1

Funding Sources: Extra Duty Pay, Intervention Pay, Instruction Title I, Part A, $165,000

Title I: 2.5.2

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Parkland Pre-Engineering Middle School averaged a 4.54 on the ECR on the 2025-26 STAAR Test.	Plan and execute ECR strategies during tier 1 instructions and interventions. Students need to continue to write and receive meaningful feedback to improve their writing process.
3	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parkland Pre-Engineering Middle School averaged a 4.54 on the ECR on the 2025-26 STAAR Test.	Plan and execute ECR strategies during tier 1 instructions and interventions. Students need to continue to write and receive meaningful feedback to improve their writing process.

Performance Objective 4

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

Strategy 1

All teachers (to include Electives) will be implementing the new ELPS, reading, and writing into their Content Objectives and Closing Tasks. Instructional strategies will selected as commitments to support EB students and achieve higher performance during TELPAS testing and STAAR Exam testing.

Strategy's Expected Result/Impact: 35% of EB students achieved meets or high on the 2025-2026 STAAR Exam. Improve the campus' EB overall meets/masters in all core STAAR Exams.

Staff Responsible for Monitoring: Assistant Principal, ESL Teacher, Faculty and Staff, Grade Level Teachers, Instructional Coaches, Librarian, Principal

Problem Statements: Demographics 1 - Student Learning 3

Funding Sources: Reading Materials, Intervention Pay State Bilingual, $57,274

Title I: 2.5.1

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	10% percent of our EB served students met exit criteria.	Ensure teachers know their EB students and all special population students. We will have TELPAS extended learning opportunities for our students.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	10% percent of our EB served students met exit criteria.	Ensure teachers know their EB students and all special population students. We will have TELPAS extended learning opportunities for our students.

Performance Objective 5

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

Strategy 1

General Education Teachers and SPED teachers will collaborate in PLTs to plan high level lessons. They will analyze and review assessments data to monitor growth, and develop advisory lessons for targeting intervention.

Strategy's Expected Result/Impact: 21% of SPED Students achieved meets or high on the 2025-2026 STAAR Exam. Improve the campus' SPED overall meets/masters in all core STAAR Exams.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teachers, Principal, SPED Teachers, Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2

Funding Sources: FTEs, Planning, Instructional Materials State Special Education, $1,390,023

Title I: 2.5.2

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	52% of students achieved meets or higher on their 2025-2026 STAAR Test.	Continue to prioritize tier 1 instruction and utilize high rigor materials. Monitor planning and utilize the campus intervention systems to address all students learning gaps. Invite students to extended learning opportunities.

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

Provide a systematic approach to collect teacher and staff input for campus decisions. Encourage employees to get involved in leadership committees, communicate with supervisors, and provide feedback.

Strategy's Expected Result/Impact: The campus scored a 3.64 on the 2025-2026 Employee Engagement Survey. Improve the campus' overall score in the EES.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 5 - School Processes & Programs 3 - Perceptions 2

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

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

Provide service excellence and communication with all parents through Thrillshare, Newsletters, and promote the campus Facebook page for announcements and X for recognition.

Strategy's Expected Result/Impact: The campus scored a 3.92 on the 2025-2026 Parent Saturday Survey. Improve the campus' overall score in the PSS.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teachers, Counselor, Principal, Secretary, Staff

Problem Statements: Demographics 5 - School Processes & Programs 3 - Perceptions 2

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 3

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

Strategy 1

CIS, along with administration, will organize parental involvement/volunteer and student events/ activities: provide technology training, fine arts activities, math and reading sessions to encourage parent involvement and engagement.

Strategy's Expected Result/Impact: Improve Parental Engagement

Staff Responsible for Monitoring: Assistant Principal, CIS/Home Liaison, Classroom Teachers, Counselor, Principal

Problem Statements: Demographics 5 - School Processes & Programs 3 - Perceptions 2

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

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Continue to offer parental engagement opportunities and campus/teacher collaboration.	Utilize our parent nights, ClassDojo, CIS, volunteer program, and community activities to improve parental engagement and participation.

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

Promote and invite all students to participate in clubs, athletics, fine arts, or other extracurricular opportunities.

Strategy's Expected Result/Impact: Improve students participation and engagement inside and outside the classroom.

Staff Responsible for Monitoring: Assistant Principal, Principal, Teachers and Staff

Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1

Funding Sources: State Career and Technical, $193,279, Gifted and Talented, $6,489

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Utilize our district and campus high quality instructional materials and monitor their usage including our scope and sequence.	Identify low performing SEs and plan engaging and rigorous lessons during PLCs that address these hot spots.

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

Meet weekly with budget/business' clerks to go over budget, expenditures, fund raisers, requests, and compliance. Annually meet with department chairs, CEIC, and stakeholders to adequately budget for updated hardware, software, technology, classroom resources, and staff development.

Strategy's Expected Result/Impact: Monitor the campus budget and all fundraising activities.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teachers, Principal, Budget, Clerks

Formative Reviews

November	March	May

Performance Objective 2

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

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Monitor campus systems and conduct internal audits to ensure compliance. Monitor all areas during leadership meetings.

Strategy's Expected Result/Impact: Monitor the systems and adjustments implemented after the 2025-2026 audit results.

Staff Responsible for Monitoring: Principal, Staff

Formative Reviews

November	March	May

Performance Objective 3

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

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Campus posted evacuation & safety drill maps in every classroom, scheduled the required Standard Response Protocol Drills (Evacuation, Lockdown, Lockout, Shelter in Place, Exterior Door Sweeps), and will promote a drug-free learning environment.

Strategy's Expected Result/Impact: Conduct all scheduled and required drills. Monitor the established safety system and utilize the district canine.

Staff Responsible for Monitoring: Principal, Assistant Principal, Security

Title I: 2.5.3

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Parkland Middle School

Total SCE Funds: $318,107.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

Parkland Pre-Engineering Middle School conducts a systematic and collaborative Comprehensive Needs Assessment (CNA) process to identify campus strengths, challenges, areas of need, and opportunities for improvement. The process is designed to ensure that campus decisions and the Schoolwide Plan are informed by multiple sources of data and the perspectives of campus stakeholders.

1. Establish CNA Working Groups

The campus establishes CNA working groups consisting of campus leaders, instructional staff, support personnel, and other appropriate stakeholders. The working groups are responsible for reviewing data, participating in discussions, identifying needs, and contributing to the development of the campus CNA.

2. Identify and Engage Stakeholders

The campus identifies appropriate stakeholders and provides invitations or meeting notices to ensure participation in the CNA process. Campus Educational Improvement Committee (CEIC) members serve as key stakeholders in reviewing campus needs and providing input.

3. Establish a CNA Timeline

The campus establishes a timeline to guide the CNA process and ensure completion within the required timeframe.

- CNA Start: July 2026
- CNA End/Due: May 2027

The CNA is conducted throughout the school year through multiple meetings and opportunities for stakeholder input.

4. Examine CNA Focus Areas

During multiple CNA meetings, stakeholders examine campus information across the following focus areas:

- Demographics
- School Culture and Climate
- Staff Quality, Recruitment, Retention, and Professional Development
- Curriculum, Instruction, and Assessment
- Parent and Family Engagement
- Student Achievement
- Technology
- College and Career Readiness
- School Climate
- School Safety and Security

These areas provide a comprehensive view of the factors that influence student success and campus effectiveness.

5. Collect, Review, and Analyze Data

Stakeholders review and analyze data identified in the campus or district profile and other relevant data sources. Data reviewed includes:

- STAAR data
- Campus and parent survey data
- TELPAS data
- HB 1416 data
- Campus goals and progress toward identified goals

The data is used to identify trends, measure progress, determine areas of strength, and identify gaps requiring additional attention.

6. Identify Problems and Conduct Root Cause Analysis

Based on the review of data, the CNA working groups identify problem statements and conduct root cause analysis. Stakeholders examine the underlying factors contributing to identified challenges rather than focusing solely on the symptoms of a problem.

7. Utilize CNA Guiding Questions

CNA questions are used to guide stakeholder discussions and ensure that each focus area is examined systematically. Responses and supporting evidence are recorded to document stakeholder input and conclusions.

8. Document Strengths, Challenges, and Opportunities

CNA discussions are documented through meeting minutes. The documentation captures:

- Strengths — areas in which the campus is demonstrating success
- Challenges — areas requiring attention or additional support
- Opportunities for Improvement — strategies or areas that may strengthen campus performance
- Perceptions — stakeholder perspectives regarding campus programs, processes, culture, and effectiveness

9. Develop the CNA Summary

The CNA working groups use the findings from the data analysis and stakeholder discussions to develop a comprehensive CNA summary. The summary identifies the campus's most significant strengths and needs and serves as a foundation for the development and revision of the Schoolwide Plan.

10. Document the CNA Process

The campus creates an outline documenting how the CNA was conducted, including the working groups, stakeholders involved, timeline, focus areas, data reviewed, discussions, identified needs, and resulting priorities.

11. Maintain CNA Documentation and Compliance Evidence

The campus maintains documentation demonstrating stakeholder participation and compliance with the CNA process. Documentation includes:

- Meeting agendas
- Stakeholder invitations or meeting notices
- Meeting minutes
- Sign-in sheets
- Data reports and handouts
- CNA guiding questions and responses
- Supporting documentation used during data analysis

These artifacts provide evidence that the CNA was conducted through a systematic, collaborative, and data-driven process and that stakeholder input was incorporated into campus planning and decision-making.

CNA Process Outcome

The CNA process provides Parkland Pre-Engineering Middle School with a structured method for identifying student and campus needs, analyzing root causes, recognizing strengths, and establishing priorities for improvement. The findings are used to guide the Schoolwide Plan, allocate resources, strengthen programs and services, and ensure that campus improvement efforts remain focused on student achievement and continuous improvement.

1.2 Location for Evidence of Multiple Meetings Held

The CNA process will be discussed October 19, 2025 with the CEIC committee. Evidence of the meeting(s) 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)

Parkland Pre-Engineering Middle School develops and revises its Schoolwide Plan/Campus Improvement Plan through an ongoing, collaborative process beginning in July 2026 and continuing through May 2027. During this timeframe, the campus conducts multiple meetings with the CNA working groups, CEIC members, and other identified stakeholders to review data, evaluate campus progress, identify strengths and challenges, conduct root cause analysis, and establish priorities and strategies for improvement. The campus met at the end of last year and will meet on October 19, January 25, and April 19 to review the CIP. Evidence of the meeting(s) is located in the "Committee" section of the CIP.

2.2 Stakeholders 1114(b)(2)

Parkland Pre-Engineering Middle School includes staff, families, and community stakeholders in the development and review of the Schoolwide Plan/Campus Improvement Plan through the CNA and CEIC processes. Staff members, CEIC representatives, families, and other stakeholders are invited to participate in meetings where campus data, strengths, challenges, and areas for improvement are reviewed. Feedback is solicited through CNA meetings, CEIC discussions, surveys, stakeholder feedback, and opportunities for staff and families to provide input regarding campus priorities and needs. Stakeholder feedback is documented through meeting minutes and used to inform campus goals, strategies, programs, and improvement activities. Evidence of the meeting(s) is located in the 'Committee' section of the 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

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.