# Ysleta Independent School District

# Ysleta Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness

# 2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

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# Mission Statement

***Ysleta Middle School is a professional learning community that provides a safe environment for every student to ensure their social-emotional, academic, and physical conditioning in preparation for a college and career pathway of their choice.***

# Vision

***YMS inspires every student to grow and thrive in a safe, supportive community, preparing them for success in the college and career path of their choice.***

# Value Statement

*"Strive to Thrive"*

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# Comprehensive Needs Assessment

# Demographics

## Summary

Our school serves a community where 90% of our students come from low socioeconomic backgrounds. This presents unique challenges and opportunities, as we strive to provide equitable access to resources and support systems that can help bridge the gap and ensure all students have the opportunity to succeed academically and personally.

We have a significant Special Education (SPED) population, with 29% of our students requiring specialized services. This underscores our commitment to inclusivity and the importance of tailoring educational approaches to meet diverse learning needs. Our dedicated staff works tirelessly to create individualized education plans that support the growth and development of each student.

Our student body is predominantly Hispanic, with 98% of our students identifying as such. This rich cultural heritage is a cornerstone of our school community, and we celebrate it through various programs and initiatives that honor and integrate cultural traditions into our curriculum. We are committed to fostering an environment where all students feel valued and respected, and where their cultural identities are seen as assets to their educational experience.

In 2026, our school had an enrollment of 622 students, reflecting our commitment to providing quality education to a diverse and vibrant student body. This number signifies our capacity to accommodate and nurture a substantial number of learners, ensuring that each student receives the attention and resources necessary for their academic and personal growth.

For the school year 2025-2026, our school achieved a student Average Daily Attendance (ADA) rate of 93.52%. This figure reflects the percentage of students who attended school on a daily basis throughout the academic year. Maintaining a high ADA is crucial as it directly impacts student learning and engagement, and it is a testament to the commitment of our students and families to prioritize education. Our efforts to foster a supportive and engaging learning environment have been instrumental in achieving this attendance rate, and we will continue to implement strategies to further improve attendance in the coming years.

However, in 2024, 19.6% of our students were identified as chronically absent, which is an area of concern that we are actively addressing. Chronic absenteeism can significantly impact a student's academic performance and overall school experience. We are implementing targeted interventions and support systems to reduce this percentage, ensuring that all students have the opportunity to succeed and thrive in their educational pursuits.

Our school has identified that 56.7% of our student population is considered at-risk. This designation is based on various factors that may include academic challenges, socio-economic status, or other personal circumstances that could hinder their educational success. As a principal, it is imperative that we address the needs of these students through targeted interventions and support systems. We are committed to implementing strategies that will provide these students with the resources and guidance necessary to overcome obstacles and achieve their full potential. Our goal is to create an inclusive and supportive learning environment where every student has the opportunity to succeed.

## Strengths

Overall increase in TELPAS performance

Our campus has demonstrated a commendable increase in overall TELPAS performance, reflecting our commitment to enhancing the English language proficiency of our students. This achievement is further underscored by our distinction of having the highest reclassification rate among middle schools in the district, showcasing our effective strategies in supporting English learners to reach proficiency.

We have also seen a significant increase in teacher content knowledge, which has translated into a more robust Tier 1 instructional delivery. This improvement ensures that our students receive high-quality education from the outset, laying a strong foundation for their academic success.

Our Professional Learning Teams have been instrumental in developing solid instructional practices that directly impact student

learning. By fostering collaboration and continuous professional development, these teams have enhanced the quality of teaching and learning across the campus.

The consistent gains in academic performance, particularly in the Approaches, Meets, and Masters categories, highlight our dedication to academic excellence. These improvements are a testament to the hard work of our students and the effective teaching strategies employed by our educators.

Additionally, our Fine Arts programs have achieved top ratings at city-wide competitions, reflecting the talent and dedication of our students and staff in these areas. These accolades not only celebrate our students' artistic achievements but also enrich our school community by fostering creativity and expression.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 2 ★ | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 3 ★ | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 4 ★ | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 ★ | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

★ = Priority

# Student Learning

## Summary

Our campus has consistently maintained an overall grade of B for the past five consecutive years, reflecting our commitment to providing quality education and maintaining high standards. This achievement is a testament to the dedication of our staff and the hard work of our students. Notably, Domain One of our state accountability report has shown improvement each year, indicating our ongoing efforts to enhance educational outcomes and address areas of need effectively.

Our teachers are diligent in ensuring that students grasp the curriculum thoroughly by conducting checks for understanding after every unit. This practice allows educators to identify and address any learning gaps promptly, ensuring that students are well-prepared for subsequent lessons. Additionally, the district supports our efforts by providing comprehensive checkpoint assessments at the end of each nine-week period, which helps us gauge student progress and adjust instructional strategies as needed.

Despite our successes, we have faced challenges with math growth, particularly in 6th and 7th-grade math and Algebra. This issue was compounded by the fact that some teachers were teaching 7th grade and Algebra for the first time, which may have impacted student performance. We recognize the need to provide additional support and resources to both students and teachers in these areas to foster improvement and growth.

In the 2025-2026 school year, our campus earned state distinctions in Social Studies, was recognized as a Top 25% School in closing the gaps and growth, and achieved Post Secondary Readiness. However, in the following year, we only earned distinctions in Social Studies, Science for the first time, and Post Secondary Readiness, indicating a drop in two areas from the previous year. This shift highlights the need for us to refocus our efforts on maintaining and expanding our achievements across all areas.

Moving forward, it is imperative that we increase growth in math and Reading Language Arts (RLA) while also striving to enhance Masters Performance in all tested subject areas. By addressing these areas, we aim to elevate our students' academic performance and ensure that they are well-prepared for future educational and career opportunities. Our commitment to continuous improvement will guide our strategies and initiatives as we work towards achieving these goals.

## Strengths

Our students have demonstrated exceptional academic performance when compared to peers with similar demographics. This achievement is a testament to their resilience and determination to strive for better outcomes in their educational journey. Their ability to keep pace with the curriculum expected at their age level further underscores their commitment to academic excellence.

Moreover, our musically inclined students have shown that their talents extend beyond the arts, as they continue to excel academically, achieving high ratings in their studies. This dual success highlights the well-rounded nature of our student body and the supportive environment we provide for nurturing diverse talents.

We are proud to report that over 30% of our students are enrolled in advanced math courses. This significant enrollment reflects our commitment to challenging our students and providing them with opportunities to engage in rigorous academic pursuits that prepare them for future success.

Our students' performance on the STAAR assessments is commendable, with 50% achieving Meets and above in all subjects. This accomplishment is indicative of the hard work and dedication of both our students and educators, who work tirelessly to ensure that every student reaches their full potential.

Finally, our campus has earned three state distinctions for the 2025-2026 school year. These distinctions are a recognition of our school's commitment to excellence and the high standards we uphold in providing quality education to our students. We are proud of these achievements and remain dedicated to fostering an environment where all students can thrive.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 2 ★ | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 ★ | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 ★ | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 ★ | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

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# School Processes & Programs

## Summary

Our master schedule has been strategically designed to incorporate weekly extended Professional Learning Teams (PLTs), which afford our teachers the invaluable opportunity for extended planning focused on Tier 1 instruction. This dedicated time allows educators to collaborate effectively, ensuring that our instructional strategies are robust and aligned with our educational goals.

In response to the evolving needs of our campus, we have adapted our advisory schedule to include rotations that offer comprehensive support across all four core content areas, including TELPAS. This adaptation ensures that students receive targeted assistance, enhancing their learning experience and academic performance.

The implementation of SLT tutoring has introduced an intervention period within the instructional day, providing students with the necessary support to address learning gaps. This initiative is crucial in fostering an environment where every student has the opportunity to succeed academically.

Professional development is seamlessly integrated into our teachers' daily routines through job-embedded PLTs, tailored to address specific teacher needs. This approach ensures that our educators are continually growing and refining their skills, ultimately benefiting student learning outcomes.

Our leadership and instructional team convenes weekly to discuss the needs of the campus and identify areas that require attention. This regular dialogue is essential in maintaining a proactive approach to addressing challenges and implementing effective solutions.

Grade level teams also meet on a weekly basis to discuss concerns specific to their grade levels and provide valuable feedback to the administration. This open line of communication ensures that our systems and structures are responsive and effective in meeting the needs of both students and staff.

To maintain clear and consistent communication, a weekly bulletin is distributed to all faculty and staff. This bulletin serves as a vital tool for keeping everyone informed of important updates, events, and calendar dates, fostering a cohesive and well-informed school community.

## Strengths

Our school has meticulously outlined systems and structures that ensure the smooth and safe daily operation of our campus. This clarity in organization allows both students and faculty to navigate their responsibilities with ease, fostering an environment where learning and teaching can thrive without unnecessary disruptions. The well-defined procedures contribute significantly to maintaining a secure and orderly atmosphere, which is paramount for effective education.

The establishment of professional learning teams that convene weekly is a testament to our commitment to continuous improvement and collaboration among educators. These teams provide invaluable support and dedicated planning time, enabling teachers to share best practices, develop innovative instructional strategies, and address any challenges collaboratively. This structured approach to professional development ensures that our faculty remains at the forefront of educational excellence.

Teachers are afforded designated conference periods, which are crucial for maintaining high standards of instruction and communication. During these times, educators can focus on grading, engaging with parents, and preparing for upcoming lessons, ensuring that they are well-prepared to meet the diverse needs of their students. This allocation of time underscores our dedication to fostering an environment where teachers can perform their duties effectively and efficiently.

Safety is a top priority at our school, and we have implemented comprehensive safety procedures that are practiced regularly. This proactive approach ensures that both students and staff are well-prepared to respond to any potential emergencies, thereby creating a secure learning environment. Regular drills and clear protocols instill confidence and readiness, reinforcing our commitment to the well-being of our school community.

Our front office staff plays a pivotal role in setting expectations for providing exemplary services to parents and students. By establishing clear guidelines and maintaining open lines of communication, the front office ensures that all interactions are handled

with professionalism and efficiency. This approach not only enhances the overall experience for families but also supports the smooth operation of our school.

Each department within our school has clearly defined expectations and systems in place for extracurricular activities, performances, and practices. This structured approach allows for the seamless integration of these activities into the school culture, providing students with enriching opportunities to explore their interests and talents. By maintaining high standards and clear guidelines, we ensure that extracurricular programs are conducted in a manner that complements our academic objectives and supports student growth.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 2 ★ | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 ★ | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 ★ | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 5 ★ | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

★ = Priority

# Perceptions

## Summary

The yearly parent engagement survey distributed by the District is a crucial tool for gathering feedback from parents, yet the low participation rate, with only 54 responses, limits our understanding of the broader community's perspectives. This small sample size does not fully represent the diverse voices within our school community.

In addition to the annual survey, our quarterly Campus Educational Improvement Committee (CEIC) meetings serve as an essential platform for faculty, staff, parents, and other stakeholders to engage in meaningful dialogue. These meetings provide an opportunity to share both positive feedback and address any concerns that may arise on campus. We value the input from all participants and strive to create an environment where open communication leads to actionable improvements.

Teachers also contribute to our campus's development by participating in the Studer survey, which allows them to reflect on the systems, procedures, and culture within our school. This feedback is invaluable as it helps us identify areas of strength and opportunities for growth, ensuring that we maintain a supportive and effective educational environment for both staff and students.

Effective communication remains an ongoing challenge, despite our efforts to utilize platforms such as Class Dojo, social media, and other tools to keep parents and families informed about upcoming events and important information. One of the primary obstacles we face is maintaining accurate contact data, which is essential for ensuring that our communications reach all intended recipients.

## Strengths

Over the past five years, our campus has undergone a significant transformation, thanks to the unwavering commitment of our faculty and staff. Their dedication to student success has reshaped the narrative of our school, moving beyond past stereotypes and establishing a new identity rooted in excellence and achievement. This shift has been instrumental in fostering an environment where every student is encouraged to thrive.

Our school is now synonymous with high standards, and we hold the firm belief that every student possesses the potential to meet and exceed these expectations. This culture of high achievement is not just an aspiration but a reality that we strive to maintain and enhance each year. The consistent high performance of our students is a testament to the effectiveness of our educational strategies and the supportive environment we have cultivated.

As a result of our efforts, parents have gained a renewed perspective on their children's capabilities. They now recognize the vast potential their students have, not only within the confines of our school but also in the broader context of higher education and future career opportunities. This realization has strengthened the trust and partnership between the school and the community, as we collectively work towards unlocking the full potential of every student.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |
| 2 ★ | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 ★ | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 ★ | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 5 ★ | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 2 ★ | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 3 ★ | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 4 ★ | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 ★ | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

★ = 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/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**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

## 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] **Observation Survey results**
- [x] **Intervention data**
- [x] **Other**

Interim Data

Common Formative Assessments

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Gifted and talented data**
- [x] **Dyslexia data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Classroom and school walkthrough data**

## Parent/Community Data

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

## Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures 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

Ensure the first teach addresses the depth and complexity of SE: by deconstructing standards during PLTs, using the flipped PLC document, and embedding evidence-based practices in the lessons and using district provided lessons

**Strategy's Expected Result/Impact:** Increase in student performance and growth

**Staff Responsible for Monitoring:** Grade Level Teachers, Instructional Coaches

**Problem Statements:** Demographics 3, 4 - Student Learning 1, 4 - School Processes & Programs 1, 4 - Perceptions 4, 5

**Funding Sources:** Curriculum Associates Title I, Part A, $6,050, Lowman Resources for all subject areas Title I, Part A, $1,700, SNORKL Title I, Part A, $1,000, Science Lab Materials Title I, Part A, $1,500

**Title I:** 2.5.1, 2.5.2, 2.5.3

#### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 2

At the end of the school year, students will be recognized for Excellence and Most Improved in every grade level course. We will also recognize students for Honor Roll, High Honor and Top 5 GPA in every grade level.

**Strategy's Expected Result/Impact:** Increase in attendance and student performance

**Staff Responsible for Monitoring:** Assistant Principal , Classroom Teacher(s) , Counselor , Fine Arts Teacher(s) , Grade Level Teachers , PE Teachers , Principal , Sp Ed Teacher(s) ,

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

**Funding Sources:** Awards Title I, Part A, $2,000

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 3

Offer additional courses such as STEM, CCE, Fine Arts, and PE to learn proper communication skills, to collaborate effectively with others, to apply their critical thinking skills, and to show creative ways to solve problem.

**Strategy's Expected Result/Impact:** Increase in performance

**Staff Responsible for Monitoring:** Career and Technology Teacher(s), Fine Arts Teacher(s), PE Teachers

**Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 4 - Perceptions 4

**Funding Sources:** Software, technology for STEM Program, Materials State Career and Technical, $7,200

### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 2 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 3 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

| | | |
|---|---|---|
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

**Performance Objective 1 Problem Statements Identifying Student Learning**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

**Performance Objective 1 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |

| | | |
|---|---|---|
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

**Performance Objective 1 Problem Statements Identifying Perceptions**

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 5 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

## Performance Objective 2

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

**Evaluation Data Source:** State Assessment

### Strategy 1

Teachers will use evidence based strategies when delivering tier 1 instruction to all students. They will provide tier 2 interventions such as small group and 1:1 instruction to address learning gaps.

**Strategy's Expected Result/Impact:** Increase in student performance

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

**Problem Statements:** Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 1, 5 - Perceptions 1, 5

**Funding Sources:** Classroom supplies, pencils, pens, post it pads, magnets, tape, glue, xerox paper, TI-CBR2 sensors, 3-prong file folders, grid paper, grid chart paper, composition books Title I, Part A, $9,000

### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |
| 5 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

## Performance Objective 3

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

### Strategy 1

Teachers will monitor students assessment data, plan with the end in mind and apply evidence based practices during tiered instruction. Use of small group instruction and 1:1 to address learning gaps.

**Strategy's Expected Result/Impact:** Increase Meets and Masters Performance

**Staff Responsible for Monitoring:** Classroom Teacher(s) , Instructional Coaches, Administration

**Problem Statements:** Demographics 1, 4, 5 - Student Learning 2, 4, 5 - School Processes & Programs 1, 2, 5 - Perceptions 1, 2, 5

**Funding Sources:** SEE Tutors Title I, Part A, $14,000, Extra Duty Pay for Tutoring Title I, Part A, $10,155

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 2

GT Students will be provided with the opportunity to participate in challenging and engaging experiences and/or competitions that extend their thinking in order to provide leadership skills and continued academic growth.

**Strategy's Expected Result/Impact:** Increased Performance

**Staff Responsible for Monitoring:** GT Coordinator, Administration

**Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 2, 4 - Perceptions 2, 4

**Funding Sources:** Creative Collab Sun City Explorers Campus Competition, Creative Collab Climate Chemistry, Creative Collab Divisionals & Finals, TBS Gifted and Talented, $3,838

### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 3 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

| | | |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

**Performance Objective 3 Problem Statements Identifying Student Learning**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

**Performance Objective 3 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

| | | |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

**Performance Objective 3 Problem Statements Identifying Perceptions**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 5 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

## Performance Objective 4

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

### Strategy 1

Provide students with daily opportunities to engage in speaking, listening, reading, and writing activities in all classes. ELDA and Reading Sheltered Students will use Summit K12 to gain English acquisition. EB students will also have access to SNORKL to practice English Language Acquisition.

**Strategy's Expected Result/Impact:** Increase in students exiting EB Status

**Staff Responsible for Monitoring:** Core Content Teachers, Instructional Coaches, Administration

**Problem Statements:** Demographics 2, 3 - Student Learning 1, 3 - School Processes & Programs 3, 4 - Perceptions 3, 4

## Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 4 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 3 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

### Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |

| | | |
|---|---|---|
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

**Performance Objective 4 Problem Statements Identifying Perceptions**

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Struggling consistent student attendance | Many students enrolled have families in Mexico causing travel over weekends, holidays, and intersessions delaying timely return. |
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

## Performance Objective 5

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

### Strategy 1

SPED teachers and aides will follow the inclusion model in all core content, resource, and self-contained classes to close the achievement gap in all contents. SPED teachers will plan with RLA and Math teachers in PLT.

**Strategy's Expected Result/Impact:** Increase in SPED meets performance

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

**Problem Statements:** Demographics 3, 4 - Student Learning 1, 4 - School Processes & Programs 1, 4 - Perceptions 4, 5

**Formative Reviews**

| November | March | May |
|---|---|---|

## Performance Objective 5 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

## Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 4 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

## Performance Objective 5 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |

## Performance Objective 5 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Critical Thinking Skills | Students are taught at an entry level and are limited in time to extend the concept to obtain deeper understanding and application. |
| 5 | Limited times to tutor or provide interventions within a school day | There are 9 periods in a day. The schedule is jam packed to provide Tier 1 Instruction and interventions require planning and time. |

# 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 all faculty and staff the opportunity to participate in the decision making process through faculty meetings, data meetings, CEIC, Campus Needs Assessment and SLT Meetings, including open door policy by administration.

**Strategy's Expected Result/Impact:** Increase in overall score

**Staff Responsible for Monitoring:** Assistant Principal , Grade Level Teachers , Instructional Coaches , Principal ,

**Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1

#### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

## 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

Continue to increase parental involvement through volunteer recruitment, campus-parent communication, and family engagement events.

**Strategy's Expected Result/Impact:** Increase in overall score and parent involvement

**Staff Responsible for Monitoring:** Assistant Principal , Classroom Teacher(s) , Counselor , Faculty and Staff , Instructional Coaches , Librarian , Principal

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

### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

## Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per 9 weeks.

**Evaluation Data Source:** Parent and Family Engagement activities participation , Sign in sheets , Social Media communication ,

## Strategy 1

Campus will host Open Hours, Parent Teacher Conferences, Advanced Math/GT Night, SEL Presentation, HB5 Night, Veterans Day Breakfast, TELPAS Information Night, Fine Arts Showcases, Math/Science Night, and RLA/SS Night.

**Strategy's Expected Result/Impact:** Increase in family involvement

**Staff Responsible for Monitoring:** Assistant Principal , Counselor , Faculty and Staff , Instructional Coaches , Librarian , Principal ,

**Problem Statements:** Demographics 1, 5 - Student Learning 2, 5 - School Processes & Programs 2, 5 - Perceptions 1, 2

### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

## 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.

**Evaluation Data Source:** Club Sign-In Sheets

### Strategy 1

Students are offered clubs such as eSports, UIL (English/Spanish), year round Athletics, Fine Art UIL Competitions, Greek Mythology Club, Dungeon & Dragons, Garden Club, History Club and NJHS.

**Strategy's Expected Result/Impact:** Increase student involvement and participation in extra curricular activities

**Staff Responsible for Monitoring:** Club sponsors, athletic coaches, UIL coaches, administration

**Problem Statements:** Demographics 1, 5 - Student Learning 2, 5 - School Processes & Programs 2, 5 - Perceptions 1, 2

## Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 4 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

## Performance Objective 4 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

# 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 monthly with the secretary to review expenditures, balances and changes in campus needs

**Strategy's Expected Result/Impact:** Balanced budget

**Staff Responsible for Monitoring:** Budget Clerk, Principal

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

**Formative Reviews**

| November | March | May |
|---|---|---|

### Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

## 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

Budget and inventory systems in place and monitored regularly.

**Strategy's Expected Result/Impact:** First Rating of Standard Achievement

**Staff Responsible for Monitoring:** Budget Clerk, IT, Administration

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

#### Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

### Performance Objective 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Low socioeconomic status for campus and families | Decline enrollment across the district. State funds are limited. Families lack access to resources and experiences. |

## 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

Safety Coordinator conducts training with students, faculty and staff and monthly scheduled drills

**Strategy's Expected Result/Impact:** Campus aligned with safety procedures and up-to-date training.

**Staff Responsible for Monitoring:** All staff

**Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1

## Formative Reviews

| November | March | May |
|---|---|---|

### Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

### Performance Objective 3 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | teacher/staff turnover | Lower enrollment results in excessing staff to serve students. Career advancements made available to staff and their families. |

# State Compensatory Education

# State Compensatory

## Budget for Ysleta Middle School

**Total SCE Funds:** $316,814.00

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

SCE Funds will be used for Salaries.

# Title I Summary

# Title I

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

### 1.1 Description of CNA Process

Instructional Coaches and Administrators created a campus need assessment for teacher to provide us feedback in the Google Forms. CNA included the following topics: PLC, Instructional Programs, Data Digs, Language Development, Special Populations, Evidence Based Strategies, Gifted and Talented, Technology, SEL, Communication, Safety, Resources, Growth, and Advisory.

### 1.2 Location for Evidence of Multiple Meetings Held

CNA will be reviewed with CEIC committee on October 26, 2026.

Evidence of meeting can be found under "Committee" section in 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)

CNA is created and then provided to the faculty and staff. Feedback is then reviewed and used to develop the CIP. The CIP is then reviewed with the CEIC Committee for input and approval.

### 2.2 Stakeholders 1114(b)(2)

**The first CEIC meeting was held at the beginning the year and the CIP was included to be reviewed and discussed. Stakeholders were asked for feedback, concerns, etc. that would then be added into the CIP in each area.**

**Evidence of meeting is located in the "Committee" section of the CIP under CEIC Aug. 31.**

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

THE CIP is available on the District Website.

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

N/A

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

N/A

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

## 3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

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