Ysleta Independent School District



Parkland High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

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October 21, 2026

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Mission Statement

All students who enter our campus will be provided with a quality education and support structure so they can be successful in a post-secondary setting of their choice.

Vision

Building strong students every day so they can be prepared and inspired to be successful tomorrow.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 17

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 22

Employee Data 22

Parent/Community Data 23

Support Systems and Other Data 23

Goals 24

Goal 1 : Our Future 25

Goal 2 : Our People 40

Goal 3 : Our Investment 44

State Compensatory Education 47

Budget for Parkland High School 48

Title I Summary 49

Title I 50

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 50

1.1 Description of CNA Process 50

1.2 Location for Evidence of Multiple Meetings Held 50

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 50

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 50

2.2 Stakeholders 1114(b)(2) 51

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 51

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 52

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 52

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 52

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 52

Comprehensive Needs Assessment

Demographics

Summary

Who Are We?

Parkland Early College High School, located in the Ysleta Independent School District, serves approximately **1,550 students** in grades 9–12 and is committed to preparing every student for success in college, career, military service, and life. The campus offers a comprehensive educational program that includes rigorous academics, Early College High School opportunities, Career and Technical Education (CTE), Dual Credit, OnRamps, Advanced Placement, fine arts, athletics, and numerous extracurricular and leadership organizations.

Student Population

Parkland serves a diverse student population reflective of the Northeast El Paso community. The student body is composed of approximately:

- **87.11% Hispanic**
- **7.01% White**
- **3.98% African American**
- **0.59% Asian**
- Remaining students identify as two or more races or other ethnic groups.

The student population is **53.56% male** and **46.44% female**, while **77.85%** of students are identified as economically disadvantaged. The campus also serves students representing numerous linguistic and cultural backgrounds, creating a rich and inclusive learning environment.

Special Populations

Parkland is committed to meeting the needs of every learner through a variety of specialized instructional programs.

The campus currently serves approximately:

- **288 Emergent Bilingual (English Learner) students**
- **234 students receiving Special Education services**
- **154 students receiving Section 504 accommodations**
- **115 Gifted and Talented students**
- Students participating in Response to Intervention (RtI)/MTSS interventions
- Students identified as homeless, foster care, migrant, military-connected, and other federally protected populations. The PEIMS data also reflects students identified in homeless and foster care programs requiring additional academic and social-emotional supports.

Attendance, Graduation, and Student Success

During the 2025–2026 school year:

- Student attendance averaged **91.9%**.
- Staff attendance averaged **94%**.
- The campus recorded **536 discipline referrals**.
- **26 school leavers** were reported through the annual PEIMS Data Quality Conference process.

The campus maintains systems to improve attendance through early intervention, 45-Day Attendance Plans, truancy prevention measures, and family engagement efforts. During the school year, **104 Prevention (45-Day) Plans** and **22 Truancy Court referrals** were documented.

College, Career, and Military Readiness (CCMR)

Preparing students for postsecondary success remains a primary focus of Parkland Early College High School.

Highlights include:

- **387 graduates** during the 2025–2026 school year.
- **594 students participating in Career and Technical Education (CTE)** pathways.
- **521 students identified as CTE Concentrators.**
- **268 CTE Completers.**
- **94% of students enrolled in CTE coursework.**
- **50% of graduating seniors completed a CTE Program of Study.**
- **51 students earned an Associate Degree** through the Early College High School program.
- Students completed endorsements in Arts & Humanities, Business & Industry, Multidisciplinary Studies, Public Service, and STEM.
- Students participated extensively in Dual Credit, OnRamps, industry-based certifications, and military readiness opportunities.

School Community

Parkland High School employs a highly qualified and diverse professional staff dedicated to improving student achievement.

Staff demographics include approximately:

- **68.93% Hispanic**
- **23.16% White**
- **6.78% African American**
- **1.13% Asian**

The faculty consists of **44.63% male** and **55.37% female** employees who collaborate through Professional Learning Teams (PLCs), instructional coaching, curriculum alignment, and ongoing professional development focused on improving student outcomes.

Teachers support students through:

- Early College programming
- Dual Credit instruction
- OnRamps coursework
- Career and Technical Education pathways
- Advanced academics
- Fine Arts
- Athletics
- Social-emotional learning and intervention programs

Community Characteristics

Parkland High School serves families throughout Northeast El Paso and maintains strong partnerships with:

- El Paso Community College
- The University of Texas at El Paso
- Local business and industry partners
- Military partners
- Community organizations
- Parents and community stakeholders

These partnerships provide students with opportunities for dual credit coursework, industry certifications, internships, career exploration, volunteer experiences, and postsecondary planning.

Summary

Parkland Early College High School is a diverse, student-centered learning community dedicated to preparing every student for postsecondary success. While the campus demonstrates significant strengths in Early College programming, Career and Technical Education participation, Dual Credit enrollment, and college and career readiness opportunities, continued emphasis on improving student attendance, reducing discipline referrals, supporting special populations, and increasing academic achievement for all student groups remains a priority. Through collaborative leadership, data-driven decision-making, and strong community partnerships, Parkland continues to foster a culture of excellence where every student is prepared to graduate college, career, and community ready.

Strengths

Demographic Strengths

1. Parkland Early College High School offers a diverse educational environment that reflects the community it serves while maintaining an inclusive culture that supports all student groups.
2. The campus provides numerous opportunities for college and career readiness through Early College, Dual Credit, Career and Technical Education (CTE), OnRamps, Advanced Placement, and extracurricular programs that meet the diverse interests and needs of students.
3. The campus serves students through a comprehensive system of support, including services for Emergent Bilingual students, Special Education, Section 504, Gifted and Talented, and other special populations to promote equitable access to academic success.
4. The campus employs a diverse and experienced professional staff that collaborates through Professional Learning Communities (PLCs), instructional coaching, and ongoing professional development to improve student outcomes.
5. Strong partnerships with El Paso Community College, higher education institutions, local businesses, and community organizations expand opportunities for students to earn college credit, industry certifications, and postsecondary credentials.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student attendance remains below the district goal, limiting instructional time and impacting student achievement and graduation outcomes.	A significant percentage of students are economically disadvantaged, creating barriers such as transportation, health concerns, family responsibilities, and inconsistent school engagement that contribute to chronic absenteeism.
2	Parkland HS serves a large number of students requiring specialized academic, linguistic, and behavioral supports, increasing the need for targeted interventions and differentiated instruction.	The high percentage of economically disadvantaged students, Emergent Bilingual students, students receiving Special Education and Section 504 services, and other special populations requires additional instructional resources, intervention systems, and staff capacity to address diverse learning needs.
3 ★	Parkland HS continues to experience challenges in closing achievement gaps among student groups despite comprehensive intervention systems.	Student mobility, attendance, varying levels of academic readiness, language acquisition needs, and socioeconomic factors contribute to persistent achievement gaps among student populations.

★ = Priority

Student Learning

Summary

Parkland High School students are demonstrating continued academic progress, as evidenced by the campus's 2026 A accountability rating, improved STAAR performance, and strong CCMR outcomes. While Biology, U.S. History, English II, and CCMR demonstrate areas of strength, data indicate continued needs in English I, Algebra I, TELPAS/English language development, TSI readiness, attendance, credit accumulation, and on-time graduation. The campus will continue to use targeted interventions, tutoring, advisory, intersession, progress monitoring, dual-credit/CTE opportunities, and individualized student supports to close achievement gaps and ensure all students graduate college, career, or military ready.

Strengths

- **Overall Academic Achievement:** Parkland earned an **A accountability rating for 2026**, reflecting continued improvement in student achievement, academic growth, and postsecondary readiness.
- **STAAR/EOC Improvement:** Overall Domain I STAAR performance increased from **78 to 83**, demonstrating improved student performance across tested subjects.
- **Student Academic Growth:** The campus earned a **Student Growth score of 77** and received a **Top 25% Academic Growth Distinction**, indicating that students are making measurable year-to-year academic progress.
- **Closing Achievement Gaps:** Parkland received the **Top 25% Closing the Gaps Distinction**, demonstrating progress among student groups and supporting the campus commitment to equitable academic outcomes.
- **Science Achievement:** Parkland earned a **Science Distinction**, identifying science as a significant area of academic strength.
- **Algebra I Progress:** Algebra I performance improved from approximately **48% to 54% at Meets Grade Level**, showing positive movement even though additional growth remains a campus priority.
- **College, Career, and Military Readiness:** CCMR continues to be a major campus strength, supported by **dual-credit/Early College opportunities, CTE pathways, industry-based certifications, TSI preparation, and other college-readiness indicators**.
- **Early College and Dual Enrollment:** Parkland Early College High School provides students opportunities to earn **college credit while completing high school requirements**, strengthening postsecondary preparation and reducing barriers to college completion.
- **Targeted Academic Supports:** Students have access to structured interventions through **Advisory, Academic Center tutoring, SEE tutors, EOC intervention/retesting groups, TSI preparation, and Fall/Spring Intersession**, allowing the campus to respond to individual learning needs.
- **Data-Driven Instruction:** Teachers and instructional teams use **STAAR/EOC, interim assessments, common assessments, classroom performance, and progress-monitoring data** to identify learning gaps and adjust instruction.

Summary statement: Parkland's strongest indicators are **overall academic improvement, student growth, science achievement, closing achievement gaps, and college/career readiness**. These strengths demonstrate that campus instructional systems and expanded postsecondary opportunities are producing measurable progress while providing a strong foundation for continued improvement in 2026–2027.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Algebra I achievement remains below the desired level, with approximately 54% of students achieving Meets Grade Level on the 2026 STAAR EOC, below the campus goal of 60%	Students demonstrate unfinished learning in prerequisite mathematics skills and need more consistent targeted intervention, progress monitoring, small-group instruction, and opportunities for accelerated instruction.
2	English I student achievement and academic growth remain areas of need, with performance below campus expectations	Students need more consistent implementation of high-impact literacy strategies, including constructed response, evidence-based writing, vocabulary development, reading comprehension, and targeted intervention based on assessment data.
3	Emergent bilingual students are not demonstrating expected levels of English language development, with TELPAS performance increasing only from 37% to 38%, below the campus goal of 46%.	Students need increased opportunities for purposeful academic speaking, listening, reading, and writing across content areas, along with consistent implementation of language-development strategies and targeted TELPAS interventions.
4	A significant number of seniors have not yet demonstrated college readiness through TSI, with 142 seniors not meeting the initial TSI standard.	Students need earlier identification of TSI readiness gaps and sustained, targeted Math and English preparation, tutoring, progress monitoring, and multiple opportunities for reassessment.

★ = Priority

School Processes & Programs

Summary

School Processes & Programs Summary

Parkland High School utilizes a comprehensive system of instructional, organizational, and student-support processes designed to improve academic achievement, attendance, graduation, college and career readiness, and student well-being. Campus programs and processes are aligned to identified needs through the Comprehensive Needs Assessment, Campus Improvement Plan, district priorities, and ongoing analysis of student performance data.

Curriculum and Instruction: Teachers implement district curriculum and state standards through data-driven instruction, Professional Learning Communities (PLCs), common assessments, interim assessments, and progress monitoring. Targeted supports include EOC interventions, HB 1416 accelerated instruction, the Academic Center, Saturday tutoring, 11th Period tutoring/ intervention, SEE Tutors, credit recovery, and targeted TSI preparation. Early College, Dual Credit, Advanced Placement, OnRamps, CTE, and CCMR opportunities provide students with multiple pathways toward postsecondary readiness.

Professional Development: Professional learning is aligned to campus academic priorities and student needs. Instructional coaches, campus administrators, department chairs, and district personnel support teachers through professional development, PLCs, data analysis, instructional walkthroughs, coaching, and implementation of research-based instructional strategies.

Leadership and Decision-Making: Campus leadership uses a collaborative decision-making process involving administrators, department chairs, counselors, instructional coaches, teachers, professional staff, parents, community representatives, and the Campus Educational Improvement Committee (CEIC). Student achievement, attendance, discipline, graduation, CCMR, and program data are regularly reviewed to determine priorities and adjust campus strategies.

Student Support Services: Counselors, Communities In Schools (CIS), Special Education, Section 504, Emergent Bilingual services, attendance personnel, and other campus staff work collaboratively to address academic, behavioral, social-emotional, attendance, credit, and graduation needs. Students identified as at risk receive targeted interventions and progress monitoring.

Attendance and Dropout Prevention: The campus utilizes attendance monitoring, parent communication, student conferences, 45-Day Prevention Plans, truancy interventions, credit-loss monitoring, and individualized graduation planning to improve attendance and keep students on track for graduation.

Communication and Family Engagement: Parkland communicates with students and families through parent conferences, newsletters, electronic communication, phone calls, campus events, parent meetings, Advisory, and targeted outreach. Parent engagement activities address graduation, attendance and loss of credit, Early College, FAFSA, TSI, SAT/PSAT, and college and career readiness.

Organization and Continuous Improvement: Campus processes are monitored throughout the year using student performance data, attendance, discipline, credit accumulation, graduation progress, CCMR indicators, walkthrough data, stakeholder feedback, and formative reviews. Programs and resources are adjusted based on evidence of effectiveness and changing student needs.

Technology and Resources: Technology is integrated into instruction, assessment, intervention, communication, and progress monitoring. Campus resources are coordinated across federal, state, district, and community funding sources to supplement the regular instructional program and maximize support for students.

Strengths

For **School Processes & Programs Strengths**, I would make this more evidence-based and focused on the systems Parkland already has in place. You can paste this directly into Plan4Learning:

School Processes & Programs Strengths

- **Strong instructional leadership and data-driven decision-making:** Campus administrators, instructional coaches, department chairs, and teachers regularly analyze student performance data through PLCs, Data Digs, walkthroughs,

interim assessments, common assessments, and EOC results to identify instructional needs and adjust instruction.

- **Comprehensive intervention systems:** Parkland provides multiple layers of academic support, including the **Academic Center, SEE Tutors, Saturday tutoring, 11th Period tutoring/intervention, HB 1416 accelerated instruction, EOC intervention, credit recovery, and targeted TSI preparation**.
- **College and career readiness opportunities:** Students have access to **Early College, Dual Credit, Advanced Placement, OnRamps, CTE programs, TSI preparation, and CCMR opportunities**, providing multiple pathways toward college, career, and postsecondary readiness.
- **Strong collaborative planning structures:** PLCs, department meetings, leadership meetings, instructional coaching, CEIC meetings, and campus data reviews provide structured opportunities for staff and stakeholders to participate in continuous improvement and campus decision-making.
- **Targeted attendance and dropout-prevention systems:** The campus monitors attendance, credit loss, and graduation progress and utilizes **parent conferences, attendance interventions, 45-Day Prevention Plans, truancy interventions, credit recovery, and individualized graduation planning** to keep students on track.
- **Comprehensive student-support services:** Counselors, Communities In Schools (CIS), Special Education, Section 504, Emergent Bilingual services, attendance personnel, teachers, and administrators collaborate to address students' academic, behavioral, attendance, social-emotional, and graduation needs.
- **Professional learning and instructional support:** Teachers receive ongoing support through instructional coaching, professional development, PLC collaboration, walkthrough feedback, and data analysis aligned with campus instructional priorities.
- **Parent and family engagement:** The campus provides targeted communication and parent engagement opportunities related to **attendance, loss of credit, graduation, Early College, FAFSA, TSI, SAT/PSAT, and college and career readiness**.
- **Continuous progress monitoring:** Campus strategies are monitored throughout the year using academic achievement, student growth, attendance, discipline, credit accumulation, graduation, CCMR, walkthrough, and intervention data to determine effectiveness and make adjustments.
- **Effective coordination of resources:** Parkland coordinates **Title I, Title II, State Compensatory Education, CTE, Special Education, Bilingual/EB, CCMR, and district resources** to address identified student and campus needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Although Parkland provides multiple intervention opportunities, implementation, student participation, and progress monitoring are not yet consistently aligned across all intervention programs.	The campus utilizes multiple intervention structures, including the Academic Center, SEE Tutors, Saturday tutoring, 11th Period, HB 1416 interventions, Advisory, and EOC/TSI interventions; however, a consistent campuswide process for identifying students, documenting participation, monitoring progress, and evaluating intervention effectiveness needs to be strengthened.
2	Student attendance remains below the campus goal, resulting in lost instructional time, increased loss of credit, and greater risk of students falling off track for graduation.	Despite multiple attendance interventions, the campus needs earlier identification of attendance patterns, consistent implementation of interventions, stronger progress monitoring, and continued coordination among teachers, attendance personnel, counselors, administrators, students, and families.
3	The consistent use of student performance data to adjust instruction and provide targeted intervention varies across departments and classrooms.	PLC, assessment, walkthrough, and progress-monitoring processes are established; however, expectations for analyzing data, identifying individual student needs, implementing instructional responses, and measuring the impact of those responses need greater consistency across departments.
4	A significant number of students require additional academic support to meet college-readiness indicators, including TSI requirements, prior to graduation.	Students need earlier identification, systematic progress monitoring, targeted TSI instruction, tutoring, reassessment opportunities, and coordinated support throughout high school rather than concentrating college-readiness interventions primarily during the senior year.

★ = Priority

Perceptions

Summary

How Well Do We Conduct Business?

Parkland High School maintains systems designed to support a **safe, organized, collaborative, and student-centered campus culture**. Campus leadership uses feedback, participation data, attendance and discipline information, staff input, parent communication, and community partnerships to evaluate campus operations and identify opportunities for improvement.

Culture, Climate, and Communication: Parkland promotes a culture of high expectations, belonging, accountability, and continuous improvement. Communication with staff occurs through weekly administrative and leadership meetings, department chair meetings, faculty communication, newsletters, email, and campus updates. Parents and families receive information through newsletters, direct communication, conferences, campus events, and individual outreach when academic, attendance, behavioral, or graduation concerns arise.

Shared Leadership and Staff Voice: Campus decision-making includes input from administrators, counselors, instructional coaches, department chairs, teachers, professional staff, and the Campus Educational Improvement Committee (CEIC). Regular leadership meetings provide opportunities to review student needs, instructional priorities, safety, attendance, testing, campus operations, and emerging concerns. Staff feedback is considered when adjusting campus procedures and instructional systems.

Parent and Family Engagement: Parkland provides multiple opportunities for parents to participate in their students' education through parent conferences, Early College meetings, academic and attendance interventions, extracurricular activities, and campus events. Individual parent outreach is an important component of the campus's attendance, discipline, academic intervention, and graduation-monitoring processes. Continued improvement is needed in increasing participation among families who are more difficult to reach.

Student Voice and Engagement: Student participation in athletics, fine arts, CTE, Early College, UIL, clubs, organizations, and other extracurricular activities contributes to school connectedness and campus culture. Student feedback and student needs also inform decisions regarding attendance incentives, academic interventions, advisory supports, college readiness, and campus activities.

Community Partnerships: Parkland benefits from partnerships that expand opportunities and services for students, including **El Paso Community College through Early College and dual credit**, military-connected student supports, Communities In Schools, college/career resources, and other community organizations. These partnerships strengthen academic, social-emotional, college, career, and family supports.

Operational Systems: The campus has established systems for monitoring attendance, student discipline, safety, academic interventions, testing, graduation progress, and college readiness. Weekly leadership structures allow administrators and support personnel to review data, assign responsibilities, monitor implementation, and follow up on identified concerns.

Continuous Improvement: Campus leadership regularly reviews academic, attendance, discipline, testing, CCMR, and operational data to determine whether existing systems are producing the desired outcomes. When concerns are identified, procedures and interventions are adjusted and monitored for effectiveness.

Strengths

Perceptions Strengths

Parkland High School demonstrates several strengths related to **school culture, climate, communication, stakeholder engagement, and community partnerships**:

- **Positive Campus Culture:** Parkland promotes high expectations, student achievement, accountability, belonging, and school pride. Recognition of academic, attendance, extracurricular, and organizational accomplishments helps reinforce a positive campus identity.
- **Collaborative Leadership:** Administrators, counselors, instructional coaches, department chairs, teachers, and support

staff participate in established leadership structures that provide opportunities for collaboration, feedback, problem-solving, and shared decision-making.

- **Consistent Staff Communication:** Weekly leadership meetings, department chair meetings, faculty communication, newsletters, and administrative updates provide multiple avenues for communicating expectations, priorities, deadlines, and campus initiatives.
- **Parent and Family Communication:** Families receive information through parent newsletters, conferences, meetings, phone calls, electronic communication, and individualized outreach regarding academics, attendance, behavior, college readiness, and graduation progress.
- **Strong Student Engagement:** Students have access to a wide range of opportunities through athletics, fine arts, CTE, Early College, UIL academics, clubs, organizations, and campus activities. These opportunities promote student connectedness and a sense of belonging.
- **Strong Community Partnerships:** Partnerships with **El Paso Community College, Communities In Schools, military-connected student supports, higher education institutions, and community organizations** expand academic, social-emotional, college, career, and family resources available to students.
- **Student Recognition and Incentives:** Campus systems recognize positive student behaviors and accomplishments, including academic achievement, improved attendance, perfect attendance, and participation in campus programs.
- **Responsive Student Support Systems:** Administrators, counselors, CIS personnel, teachers, and other support staff collaborate to address academic, attendance, behavioral, social-emotional, and graduation-related concerns.
- **Commitment to Safety and Order:** Clearly established safety procedures, drills, supervision systems, attendance procedures, and progressive discipline practices contribute to an orderly learning environment.
- **Continuous Improvement Mindset:** Campus leadership routinely examines stakeholder concerns and campus data and adjusts procedures when areas for improvement are identified.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent and family participation in campus meetings, academic interventions, and engagement opportunities is inconsistent, particularly among families of students with attendance, academic, and credit concerns.	The campus needs additional flexible, accessible, and targeted methods of engaging families and strengthening two-way communication with parents who are difficult to reach.
2	Stakeholder perception data are not consistently collected and analyzed to measure campus culture, climate, communication, safety, and stakeholder satisfaction.	Campus feedback is obtained through multiple informal and formal methods; however, a systematic process for regularly collecting, disaggregating, analyzing, and responding to student, staff, and parent perception data needs further development.
3	Staff have multiple opportunities to communicate with campus leadership, but staff feedback is not always collected through a consistent, measurable process that allows trends to be monitored over time.	Feedback frequently occurs through meetings, conversations, department structures, and individual communication rather than through a recurring campus-wide feedback system with measurable longitudinal data.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Parkland HS continues to experience challenges in closing achievement gaps among student groups despite comprehensive intervention systems.	Student mobility, attendance, varying levels of academic readiness, language acquisition needs, and socioeconomic factors contribute to persistent achievement gaps among student populations.
2 ★	Student attendance remains below the district goal, limiting instructional time and impacting student achievement and graduation outcomes.	A significant percentage of students are economically disadvantaged, creating barriers such as transportation, health concerns, family responsibilities, and inconsistent school engagement that contribute to chronic absenteeism.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [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] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Texas Success Initiative (TSI) data**

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] **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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

- [x] **Pregnancy and related services data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**

- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Action research results**
- [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

The administration and leadership team will establish systems to monitor and improve the campus accountability domains that are below an A rating. Focus on improving all EOC Meets and Masters scores, TSI passing rates for English & Math, industry certifications, and graduation rates.

Strategy's Expected Result/Impact: Increased student performance on all EOC assessments, resulting in higher percentages of students achieving Meets Grade Level and Masters Grade Level standards.

Increased TSI College Readiness rates in both English Language Arts and Mathematics.

Increased number and percentage of students earning industry-based certifications.

Increased four-year graduation rate and reduced student attrition.

Improved performance in Domains I, II, and III, resulting in the campus earning an accountability rating of A and maintaining a rating of C or better in all accountability indicators.

Ongoing monitoring through checkpoints, interims, EOC data reviews, TSI data reviews, graduation tracking, and CCMR progress monitoring will allow for timely interventions and adjustments.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Testing Coordinator
Counselors
CTE Department Chair and CTE Teachers
Department Chairs (English, Math, Science, Social Studies, CTE)
Early College Counselor
CIS

Funding Sources: 1 FTE Instructional Coach Title II, Part A, Supporting Effective Instruction, $86,244, 5 FTE's Positions in Core Subjects Title I, Part A, $428,492

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2

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

Strategy 1

Teachers will continuously measure individual student growth in English I, English II, and Algebra I during PLCs. Teachers will use EOC, common, and interim assessments to measure growth and implement TRTW, Lead4Ward strategies, Lowman Resources, small-group guided practice with the assistance of SEE Tutors, and the Fundamental Five instructional framework.

Strategy's Expected Result/Impact: At least 67% of students will demonstrate academic growth as measured by STAAR/EOC accountability indicators.

Increased percentages of students meeting projected growth targets on district checkpoints, common assessments, interim assessments, and EOC exams.

Teachers will use PLC data protocols to identify students needing intervention and enrichment and adjust instruction accordingly.

Students receiving targeted interventions will demonstrate accelerated growth toward Meets and Masters performance levels.

Increased EOC performance in English I, English II, and Algebra I, resulting in improved Domain II academic growth scores.

Consistent implementation of TRTW, Lead4Ward strategies, small-group instruction, and Fundamental Five practices will be evident through classroom walkthroughs and instructional coaching feedback.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Department Chairs
English I, English II, and Algebra I Teachers

Funding Sources: 5 SEE Tutors Title I, Part A, 211-11-6125, $30,000, Substitutes for Data Digs Title I, Part A, 211-11-6112, $2,000

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Teachers will utilize data-driven instruction through PLCs to identify essential standards, monitor student mastery, and implement targeted interventions. Instruction will focus on high-yield strategies including TRTW, Lead4Ward resources, Lowman Resources, Fundamental Five practices, small-group guided instruction, formative assessments, and frequent progress monitoring. Students will participate in tutorials, Academic Center, Saturday tutoring, 11th Period class, interventions, Advisory support, HB1416 interventions, and enrichment opportunities designed to move students from Approaches to Meets Grade Level performance.

Strategy's Expected Result/Impact: At least 50% of students will achieve the Meets Grade Level standard on STAAR/EOC assessments.

Increased percentages of students scoring at the Meets Grade Level standard in English I, English II, Algebra I, Biology, and U.S. History.

Students identified through assessment data will receive timely interventions and demonstrate improved mastery of TEKS-aligned content.

Teachers will consistently analyze student performance data and adjust instruction to address learning gaps.

Increased readiness for postsecondary success through improved academic performance and mastery of grade-level standards.

Improved Domain I performance resulting in higher overall accountability ratings.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Department Chairs
English, Math, Science, and Social Studies Teachers
Counselors

Funding Sources: Furniture and Equipment Title I, Part A, 211-11-6396, $1,000, General supplies to include general Instructional supplies/materials such as: items as crayons, borders, paper, construction paper, base ten blocks, batteries, Brads(Fasteners, Brown Bags, Bulletin Board Borders, Calligraphy Markers, Card Stock paper, Chart Tablets, Clay, Clothes Pins, Color Paper, Composition Book-primary wide, Construction Paper, Drawing Paper, Dry Eraser Markers , Dry Eraser Cleaner, Easel, Educational Games, Erasers for Dry Erase Boards,Flash Cards Blank, Foil Paper, Folders-Pocket, Food Color, Fractions:Bingo Division/Addition, Games: Bingo Multiplication, Glue Sticks, Handwriting paper, Highlighters, Hole Punchers, Index Cards, Individual White Boards, Ink for Ink Pads, Ink Pads, Literature Books, Magnetic Letters/Words, Masking Tape, Math Games, Math Manipulatives/Geo Boards Title I, Part A, 211-11-6399, $12,158, Software, Technology Supplies and Equipment Title I, Part A, 211-11-6395, $7,500, Lowman Education LLC--RENEWAL for EOC Materials in Algebra I, English I and II, US History and Biology Title I, Part A, $1,500, Academic Center Tutoring, Saturday Tutoring, 11th Period, HB1416 interventions Title I, Part A, 211-11-6118, $11,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

We will provide targeted academic and language acquisition support for Emergent Bilingual (EB) students through the implementation of ELPS 2.0 professional development for teachers, ensuring language objectives and language acquisition strategies are embedded into daily instruction. English I and II SOL teachers, Reading I, II, and III Sheltered teachers, and LOTE Advisory teachers will implement Summit K12 with fidelity to support English language development, academic vocabulary, reading comprehension, writing proficiency, and TELPAS preparation. Additionally, EB students will receive targeted support through SWIRL Lab tutoring, the Academic Center, TRTW strategies, Fundamental Five instructional practices, Lowman Resources, small-group instruction, and ongoing progress monitoring to accelerate academic growth and increase STAAR/EOC performance at the Meets Grade Level standard.

Strategy's Expected Result/Impact: At least 33% of EB students will achieve the Meets Grade Level standard on STAAR/EOC assessments.

Increased TELPAS proficiency and progress rates among EB students.

Improved performance of EB students in English I, English II, Algebra I, Biology, and U.S. History.

Increased student participation and completion of Summit K12 lessons and language development activities.

Increased use of ELPS 2.0 strategies and language objectives across content-area classrooms.

Reduced achievement gaps between EB students and the overall student population.

Staff Responsible for Monitoring: Principal
Assistant Principals
ELD/EB Support Staff
English I and II SOL Teachers
Reading I, II, and III Sheltered Teachers
LOTE Advisory Teachers
Instructional Coaches
Department Chairs
Counselors

Funding Sources: LPAC Clerk State Bilingual, $60,505

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

We will provide targeted instructional support and interventions for Special Education students through collaborative planning, data-driven instruction, and the implementation of specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize PLCs to analyze STAAR/EOC, checkpoint, common assessment, and interim assessment data to identify learning gaps and monitor student progress. SPED students will receive support through inclusion services, resource support, the Academic Center, targeted tutorials, small-group instruction, accommodations and modifications outlined in IEPs, Lowman Resources, TRTW strategies, and Fundamental Five instructional practices. Teachers will collaborate regularly with special education staff to ensure instructional supports are implemented consistently and effectively to increase student achievement and access to grade-level curriculum.

Strategy's Expected Result/Impact: At least 25% of SPED students will achieve the Meets Grade Level standard on STAAR/EOC assessments.

Increased performance of SPED students on English I, English II, Algebra I, Biology, and U.S. History EOC assessments.

Increased implementation and monitoring of accommodations, modifications, and specially designed instruction.

Improved student engagement, mastery of TEKS, and academic growth.

Reduced achievement gaps between SPED students and the overall student population.

Increased participation and success in tutorials, interventions, and support programs.

Staff Responsible for Monitoring: Principal
Assistant Principals
Special Education Department Chair
Diagnostician
Inclusion and Resource Teachers
Core Content Teachers
Instructional Coaches
Counselors
Testing Coordinator

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

We will implement a comprehensive graduation monitoring system to identify and support at-risk students through ongoing academic, attendance, behavior, and credit attainment reviews. Administrators, counselors, CIS staff, graduation support personnel, and teachers will regularly monitor student progress toward graduation requirements through transcript audits, cohort

tracking, grade reviews, attendance monitoring, and intervention meetings. Students identified as at risk of not graduating will receive targeted support through Academic Center interventions, Edgenuity credit recovery classes to include 11th period class in the Spring Semester, attendance interventions, parent conferences, counseling/CIS services, and individualized graduation plans. The campus will also utilize PLCs, early warning indicators, and progress monitoring systems to ensure students remain on track to graduate within four, five, or six years.

Strategy's Expected Result/Impact: At least 90% of students will graduate within four, five, or six years.
Increased percentage of students earning credits on time and remaining on track for graduation.
Decreased number of students identified as off-track due to academic deficiencies, attendance concerns, or credit shortages.
Increased student participation in intervention and support programs.
Improved attendance rates and course completion rates.
Increased student and parent awareness of graduation requirements and progress toward graduation.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
CIS
Instructional Coaches
Teachers

Funding Sources: Communities in Schools Coordinator (CIS) Title I, Part A, 211-32-6299, $35,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

We will implement a comprehensive CCMR monitoring system to ensure all students have access to and successfully complete college, career, and military readiness indicators. Administrators, counselors, Early College staff, CTE teachers, and campus leadership will regularly monitor student progress toward CCMR indicators through transcript reviews, OnRamps, TSI completion tracking, dual credit completion, industry-based certification attainment, military enlistment documentation, and college readiness assessments. Students will receive targeted support through TSI preparation, dual credit opportunities, Early College coursework, SAT/ACT preparation, CTE programs of study, industry certification testing, academic advising, college and career exploration activities, and individualized graduation planning. The campus will utilize PLCs, CCMR data reviews, and student progress monitoring meetings to ensure students remain on track to meet CCMR requirements.

Strategy's Expected Result/Impact: Maintain an A rating in CCMR accountability indicators.

Increase the percentage of graduates meeting one or more CCMR indicators.

Increase TSI College Readiness rates in English Language Arts and Mathematics.

Increase successful completion of dual credit and Early College coursework.

Increase the number of students earning industry-based certifications.

Increase student participation in college, career, and military readiness opportunities.

Ensure all seniors have a documented CCMR pathway and postsecondary plan.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Early College Counselor
CTE Teachers
Department Chairs
TSI Support Staff
Testing Coordinator
CIS Coordinator

Funding Sources: STEM General Supplies State Career and Technical, $9,600, Fees for Dual Credit Early College High School Courses/OnRamps/AP Fees and Stipends for Dual Credit/OnRamps/AP Teachers CCMR, $51,961, CTE Teachers: Science (2), Speech, Technology App, Business C & T, Business Co-op, Marketing Co-Op, Law Enforcement (2), C an T STEM Teacher, STEM Teacher State Career and Technical, $858,572, Other Reading Materials State Career and Technical, $400, General Supplies State Career and Technical, $34,400, Software/Tech Support/Equipment State Career and Technical, $16,000, Rentals Short Term Non Cap LEA State Career and Technical, $2,400, STEM Software, Technical Support, Equipment State Career and Technical, $4,000, Furniture and Equipment over 5000 State Career and Technical, $22,147

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 8

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

Strategy 1

We will implement a comprehensive college readiness program focused on increasing the number of students who meet college readiness indicators through TSI assessment preparation and completion, dual credit enrollment and success, Early College coursework, SAT participation and performance, academic advising, and targeted interventions. Counselors, Early College staff, administrators, and teachers will regularly monitor student progress toward college readiness benchmarks through transcript audits, TSI data reviews, dual credit completion reports, and individual student planning meetings. Students identified as not meeting college readiness benchmarks will receive targeted support through TSI tutorials, Academic Center interventions,

advisory lessons, and individualized academic planning to ensure they are prepared for postsecondary success.

Strategy's Expected Result/Impact: At least 80% of graduates will meet the state's definition of college readiness.

Increased percentage of students meeting TSI College Readiness standards in English Language Arts and Mathematics.

Increased successful completion of dual credit coursework and college credit accumulation.

Increased enrollment and success in Early College and advanced academic programs.

Increased student awareness of college admission requirements, financial aid opportunities, and postsecondary pathways.

Improved college enrollment and persistence opportunities for graduates.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Early College Counselor
Dual Credit Teachers
Testing Coordinator
Instructional Coaches
Department Chairs

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 9

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

Strategy 1

We will implement a comprehensive career readiness program focused on increasing the number of students who meet state-defined career readiness indicators through participation in Career and Technical Education (CTE) programs, completion of Programs of Study, attainment of Industry-Based Certifications (IBCs), work-based learning experiences, and career exploration opportunities. Administrators, counselors, CTE teachers, and campus leadership will regularly monitor student progress toward career readiness benchmarks through transcript reviews, certification tracking, CTE pathway completion data, and CCMR monitoring reports. Students will receive targeted support through career advising, certification preparation, tutoring, industry partnerships, guest speakers, career fairs, and individualized graduation planning to ensure they are prepared for success in the workforce.

Strategy's Expected Result/Impact: At least 60% of graduates will meet the state's definition of career readiness.
Increased number and percentage of students earning Industry-Based Certifications (IBCs).
Increased completion rates of CTE Programs of Study.
Increased student participation in career exploration and work-based learning opportunities.
Increased student awareness of high-demand careers, workforce expectations, and postsecondary career pathways.
Improved CCMR outcomes and overall accountability performance.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
CTE Department Chair
CTE Teachers
Testing Coordinator
Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 10

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

Strategy 1

We will increase postsecondary opportunities for SPED students by providing targeted academic, transition, and college readiness supports that promote successful participation in Early College and dual credit coursework. Administrators, counselors, special education staff, Early College personnel, and teachers will collaboratively monitor student progress toward degree attainment through transcript reviews, degree audits, TSI completion, accommodations implementation, and individualized transition planning. SPED students will receive support through ARD transition planning, academic advising, tutoring, Academic Center interventions, TSI preparation, and dual credit supports.

Strategy's Expected Result/Impact: At least 16.7% (one in six) of SPED graduates will earn an associate degree or advanced postsecondary credential upon high school graduation.

Increased enrollment and success of SPED students in dual credit and Early College coursework.

Increased TSI completion rates among SPED students.

Increased successful completion of college-level coursework.

Improved postsecondary readiness and transition outcomes for SPED students.

Increased student and family awareness of degree pathways and postsecondary opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principals
Special Education Department Chairs
Diagnostician
Counselors
Early College Counselor
Inclusion Teachers

Funding Sources: SPED Instructors in: SSAB, SSALT I. SSALT II, SSALT III (s), SSR (4), SSC (2) State Special Education, $1,655,835

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 11

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

Strategy 1

We will implement a comprehensive college readiness plan focused on increasing student success on the TSIA2 and SAT assessments. Teachers, counselors, administrators, and Early College staff will identify students who have not met college readiness benchmarks and provide targeted interventions through TSIA2 preparation courses/advisory, Mastery Prep, SAT preparation activities, Academic Center support, targeted tutorials, dual credit readiness activities, and advisory lessons focused on college readiness skills. Student progress will be monitored through TSIA2 testing data, SAT results, benchmark assessments, and individual student success plans. PLCs will use assessment data to address academic gaps and strengthen reading, writing, and mathematics skills necessary for college readiness.

Strategy's Expected Result/Impact: At least 33% of graduates will meet college readiness standards in both Reading and Mathematics through TSIA2 or SAT.

Increased TSIA2 College Readiness rates in English Language Arts and Mathematics.

Increased SAT participation and performance.

Increased enrollment and success in dual credit coursework.

Increased student awareness of college readiness benchmarks and postsecondary expectations.

Improved college enrollment opportunities and postsecondary success.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Early College Counselor
Testing Coordinator
English Department Chair
Mathematics Department Chair
Instructional Coaches
Academic Center Staff

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 12

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

Strategy 1

We will implement a comprehensive Early College support system to ensure students successfully complete the requirements necessary to earn an associate degree while in high school. Administrators, counselors, Early College staff, EPCC partners, and teachers will regularly monitor student progress through degree audits, transcript reviews, TSI completion tracking, dual credit course completion, and semester progress reviews. Students will receive targeted academic support through Academic Center interventions, SWIRL Lab tutoring, dual credit tutorials, TSI preparation, advising sessions, progress monitoring meetings, and individualized degree plans. The campus will collaborate closely with EPCC to identify students at risk of falling behind and provide timely interventions to support degree completion.

Strategy's Expected Result/Impact: At least 50% of Early College High School graduates will earn an associate degree or postsecondary credential upon high school graduation.

Increased dual credit course completion and college credit accumulation.

Increased student persistence and success in college-level coursework.

Increased TSI completion rates in Reading, Writing, and Mathematics.

Increased student participation in academic support and intervention programs.

Improved college readiness and postsecondary success outcomes.

Staff Responsible for Monitoring: Principal
Assistant Principals
Early College Counselor
EPCC Liaison
Dual Credit Teachers
Counselors
Testing Coordinator
Instructional Coaches
Academic Center Staff

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 13

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

Strategy 1

We will increase student access to college credit opportunities through Early College, Dual Credit, and Connect Classes. Administrators, counselors, Early College staff, EPCC partners, and teachers will monitor student eligibility, enrollment, course completion, and college credit accumulation through transcript reviews, degree audits, TSIA2 completion data, and semester progress reports. Students will receive support through TSIA2 preparation, Academic Center interventions, academic advising, progress monitoring meetings, and individualized graduation and college plans to ensure they successfully earn college credits while in high school. The campus will actively recruit and support students in Connect Classes, Dual Credit courses, and Early College pathways to increase college credit attainment and postsecondary readiness.

Strategy's Expected Result/Impact: At least 33% of graduates will earn college credits while enrolled in high school.

Increased enrollment and successful completion of Connect Classes, Dual Credit courses, and Early College coursework.

Increased college credit accumulation among graduating seniors.

Increased TSIA2 completion rates and dual credit eligibility.

Improved college readiness and postsecondary success outcomes.

Increased CCMR performance through college credit attainment.

Staff Responsible for Monitoring: Principal
Assistant Principals
Early College Counselor
Counselors
EPCC Liaison
Connect Class Teachers
Dual Credit Teachers
Testing Coordinator

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 14

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

We will have a comprehensive Career and Technical Education (CTE) program that promotes student enrollment, participation, and completion of Programs of Study leading to Industry-Based Certifications. Administrators, counselors, CTE teachers, and campus leadership will monitor student progress through certification tracking reports, Program of Study completion data, transcript reviews, and CCMR monitoring. Students will receive targeted support through career advising, certification preparation activities, industry-aligned coursework, tutoring, Academic Center interventions, work-based learning opportunities, industry partnerships, guest speakers, and career exploration activities. The campus will ensure students are enrolled in coherent CTE pathways and are provided opportunities to complete certification requirements prior to graduation.

Strategy's Expected Result/Impact: At least 60% of graduates will earn an Industry-Based Certification and complete a Program of Study
.
Increased enrollment and completion of CTE Programs of Study.

Increased number and percentage of students earning Industry-Based Certifications.

Increased student participation in career exploration and workforce readiness activities.

Improved CCMR performance through certification attainment.

Increased student awareness of career pathways and postsecondary workforce opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principals
CTE Department Chair
CTE Teachers
Counselors
Testing Coordinator
Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 15

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

Strategy 1

We will provide targeted college readiness support for Special Education students through a coordinated system of academic interventions, progress monitoring, and individualized planning. Administrators, counselors, special education staff, and teachers will identify SPED students who have not met college readiness benchmarks and provide support through TSIA2 preparation, SAT preparation, Academic Center interventions, targeted tutorials, accommodations and supports outlined in student IEPs, small-group instruction, and individualized transition planning. Teachers will utilize PLCs and assessment data to monitor student progress and address learning gaps in reading, writing, and mathematics. Collaboration among special education staff, counselors, and content-area teachers will ensure students receive the support necessary to meet college readiness standards.

Strategy's Expected Result/Impact: At least 10% of SPED graduates will meet college readiness standards in both Reading and Mathematics through the TSIA2 or SAT.

Increased TSIA2 College Readiness rates among SPED students.

Increased SAT participation and benchmark attainment among SPED students.

Increased enrollment and success in dual credit and college preparatory coursework.

Improved postsecondary readiness and transition outcomes for SPED students.

Increased student and family awareness of college readiness expectations and opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principals
Special Education Department Chairs
Diagnostician
Counselors
Early College Counselor
Inclusion and Resource Teachers
Testing Coordinator
Academic Center Staff

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

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

Parkland will foster a positive, collaborative, and supportive work environment by promoting open communication, staff recognition, professional growth opportunities, employee wellness, and shared decision-making. Campus leadership will regularly seek staff feedback through surveys, meetings, committees, and informal discussions to identify areas of strength and opportunities for improvement. Leadership will utilize feedback to implement action plans that address staff concerns, improve working conditions, strengthen morale, and enhance employee engagement. The campus will celebrate employee accomplishments, encourage collaboration, and provide ongoing support to ensure all staff members feel valued and connected to the campus mission and goals.

Strategy's Expected Result/Impact: Employee Engagement Survey results will reflect an overall satisfaction score of 4.0 or higher.
Increased staff perception of campus leadership, communication, collaboration, and support.
Increased staff participation in campus committees, professional learning opportunities, and decision-making processes.
Improved staff morale, job satisfaction, and sense of belonging.
Increased employee retention and reduced staff turnover.
Strengthened campus culture focused on professionalism, collaboration, and student success.

Staff Responsible for Monitoring: Principal
Assistant Principals
Student Activities Director
Department Chairs
Campus Leadership Team
CEIC Committee
Instructional Coaches
Administrative Support Staff

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction

Survey.

Strategy 1

Parkland will strengthen partnerships with parents and families by providing timely communication, meaningful engagement opportunities, and responsive customer service. Administrators, counselors, teachers, and support staff will utilize multiple communication platforms, including phone calls, emails, parent meetings, social media, newsletters, and the campus website, to keep families informed about academic progress, attendance, college and career readiness opportunities, and campus events. The campus will provide a variety of family engagement opportunities to include Matador Mania, Parent Nights, Early College information sessions, financial aid workshops, CCMR presentations, CIS presentations, fine arts performances, athletic events, STEM activities, and parent conferences to encourage active participation in the educational process.

Strategy's Expected Result/Impact: Parent Satisfaction Survey results will reflect an overall satisfaction score of 4.0 or higher.

Increased parent participation in campus events, meetings, and family engagement activities.

Increased parent awareness of academic expectations, graduation requirements, Early College opportunities, and student support services.

Improved communication between school personnel and families.

Strengthened partnerships between the school, families, and community.

Increased confidence in the campus's ability to support student success.

Staff Responsible for Monitoring: Principal
Assistant Principals
Student Activities Director
Counselors
Teachers
CIS Coordinator
Early College Counselor

Funding Sources: Hospitality Expenses for Parental Involvement Title I, Part A, 211-61-6498, $1,720, Parental Involvement --General Supplies for after-school parent sessions for Early College, Senior Graduation Meetings, FAFSA, Loss of Credit, TSI, SAT/PSAT and Parent Presentations. Title I, Part A, 211-61-6399, $7,000

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Parkland will increase parental, family, and community engagement opportunities by hosting at least one parent meeting, family engagement activity, or community outreach event during each nine-week grading period. Engagement opportunities may include Parent Nights, Early College informational meetings, FAFSA and financial aid workshops, college and career readiness presentations, Fine Arts performances, athletic events, STEM showcases, CIS outreach activities, student recognition ceremonies, and community partnership events. The campus will utilize multiple communication methods, including email, phone calls, social media, the campus website, and parent messaging systems, to promote participation and strengthen collaboration among families, the school, and the community.

Strategy's Expected Result/Impact: Parent Satisfaction Survey results will reflect an overall satisfaction score of 4.0 or higher.

Increased parent and family participation in campus-sponsored events and activities.

Increased communication and collaboration between home and school.

Increased parent awareness of academic expectations, graduation requirements, CCMR opportunities, and campus resources.

Strengthened relationships between the campus, families, and community stakeholders.

Increased parent involvement in supporting student achievement and attendance.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
CIS Coordinator
Student Activities Director
Early College Counselor
Department Chairs
Teachers

Title I: 2.5.3

Formative Reviews

November	March	May

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

Parkland will actively promote student involvement through clubs, organizations, UIL academic competitions, athletics, fine arts programs, student leadership organizations, Early College activities, CTE student organizations, community service projects, and volunteer opportunities. Campus staff will monitor student participation data, encourage involvement among underrepresented student groups, and provide opportunities that foster student engagement, school connectedness, leadership development, and college, career, and military readiness.

Strategy's Expected Result/Impact: At least 50% of students will participate in one or more extracurricular activities.

Increased student engagement and connection to the school community.

Improved attendance, academic performance, and graduation outcomes among participating students.

Increased participation in academic, athletic, fine arts, leadership, and volunteer programs.

Expanded opportunities for students to develop leadership, teamwork, and career-readiness skills.

Staff Responsible for Monitoring: Principal
Assistant Principals
Student Activities Director
Athletic Coordinator
Fine Arts Department Chair
CTE Teachers and Sponsors
Club Sponsors
Counselors

Formative Reviews

November	March	May

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

Parkland Early College High School will demonstrate responsible stewardship of district resources by maintaining expenditures at or below the campus's allocated budget while ensuring that fiscal decisions directly support student achievement, safety, and operational excellence.

Strategy's Expected Result/Impact: Monitor the campus budget through regular budget reviews and ensure all expenditures align with the Campus Improvement Plan, district purchasing guidelines, and instructional priorities to maximize fiscal responsibility and support student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principals
Budget Clerk
Department Chairs
Campus Leadership Team
Federal Programs Coordinator
Business Office
Administrative Secretary
Technology Liaison
CTE Coordinator (as applicable)

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

Implement internal controls by conducting regular monitoring of financial transactions, inventory,

cash handling procedures, and campus compliance practices to ensure adherence to district, state, and federal requirements and maintain zero audit findings.

Strategy's Expected Result/Impact: Parkland will maintain 100% compliance with financial, inventory, and cash handling procedures, resulting in zero audit findings attributable to the campus.

Staff Responsible for Monitoring: Principal
Assistant Principals
Budget Clerk
Administrative Secretary
Bookkeeper/Financial Clerk
Department Chairs
Technology Liaison
Inventory Coordinator
Business Office
Federal Programs Coordinator
Campus Leadership Team

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

Implement and monitor the campus Emergency Operations Plan (EOP) by conducting all required safety drills and exercises, providing staff training, completing required safety audits, and regularly reviewing campus safety procedures to ensure compliance with district and Texas School Safety Center requirements.

Strategy's Expected Result/Impact: 100% of required safety drills and emergency exercises will be completed on schedule, the campus will receive no findings on the Intruder Detection Audit, and all Texas School Safety Center and district safety requirements will be met.

Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Safety Coordinator
School Resource Officer (SRO)
Campus Security Staff
Administrative Team
Head Custodian
Teachers and Staff
District Safety & Security Department
Emergency Management Team

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Parkland High School

Total SCE Funds: $335,007.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Parkland High School will utilize $335,007 in State Compensatory Education (SCE) funds to provide supplemental programs and services for students identified as at risk of dropping out of school and/or students who have not performed satisfactorily on an end-of-course assessment. SCE services will provide accelerated instruction and targeted interventions designed to address identified academic, attendance, credit, and graduation needs. Services may include additional instructional personnel, targeted EOC intervention, tutoring and extended learning opportunities, credit recovery, attendance and dropout-prevention interventions, graduation monitoring, and individualized academic support. Students will be identified and monitored through STAAR/EOC and interim assessment data, grades, attendance, credit accumulation, graduation progress, and other early-warning indicators. These services will supplement the regular education program by providing additional instructional time, targeted intervention, progress monitoring, and individualized support designed to close achievement gaps, improve EOC performance, increase credit attainment and attendance, reduce the risk of dropping out, and ensure students remain on track for graduation and postsecondary readiness.

Title I Summary

Title I

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

1.1 Description of CNA Process

Parkland High School conducted its 2026–2027 Comprehensive Needs Assessment (CNA) through an ongoing collaborative process involving campus administrators, teachers, department chairs, instructional coaches, counselors, professional staff, parents, community representatives, and members of the Campus Educational Improvement Committee (CEIC). Stakeholders reviewed multiple sources of quantitative and qualitative data to identify campus strengths, needs, root causes, and priorities for improvement.

Data reviewed included state accountability results; STAAR/EOC achievement and academic growth; TELPAS; TSI and college-readiness data; CCMR indicators; CTE and dual-credit participation; graduation, credit accumulation, and dropout/leaver data; attendance and discipline; student-group performance, including Emergent Bilingual, Special Education, Section 504, economically disadvantaged, and at-risk students; interim, benchmark, and common assessments; staff and stakeholder feedback; parent/community participation; school safety information; and campus instructional and operational data.

The CNA process included review and discussion of data through campus leadership meetings, Professional Learning Communities (PLCs), department meetings, and CEIC/stakeholder meetings. Data were disaggregated by student group and program when appropriate to identify achievement gaps and determine students and groups requiring additional support. Stakeholder input and data analysis were used to identify root causes and establish priority needs.

The results of the CNA were used to develop the 2026–2027 Campus Improvement Plan, align strategies and resources to identified needs, and establish measurable performance objectives. Progress toward identified needs and goals will be monitored throughout the school year through formative reviews, assessment data, attendance, graduation/credit monitoring, CCMR data, walkthroughs, PLC data reviews, and stakeholder feedback. The CNA will be reviewed and updated as additional data become available.

1.2 Location for Evidence of Multiple Meetings Held

Parkland High School provides multiple opportunities throughout the school year for stakeholders to participate in the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) process. Stakeholder input is obtained through Campus Educational Improvement Committee (CEIC) meetings, department chair meetings, faculty and staff meetings, Professional Learning Communities (PLCs), campus leadership meetings, parent meetings, and other stakeholder engagement opportunities.

Evidence of stakeholder participation is maintained through meeting agendas, dated meeting notices, minutes/notes, sign-in sheets or attendance records, presentations, stakeholder feedback, and supporting documentation. CEIC documentation and other CNA/CIP evidence are maintained electronically by campus administration and in the campus's designated Title I/CIP documentation files and are available for review upon request.

Stakeholders are provided multiple opportunities to review campus data, identify strengths and needs, provide input regarding root causes and priorities, review proposed strategies, and monitor progress toward Campus Improvement Plan goals throughout the school year.

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 High School develops, reviews, and revises its Schoolwide Program/Campus Improvement Plan through an ongoing process that begins with analysis of prior-year outcomes and continues throughout the school year. During the spring and summer, campus leadership reviews preliminary and final state assessment, accountability, attendance, graduation, CCMR, discipline, and program data to identify strengths and areas of need. At the beginning of the school year, updated student performance and demographic data are reviewed and used to complete the Comprehensive Needs Assessment (CNA), identify root causes and priority needs, establish measurable performance objectives, and develop strategies aligned to identified needs.

The Campus Improvement Plan is developed collaboratively with input from campus administrators, teachers, department chairs, instructional coaches, counselors, professional staff, parents, community representatives, and the Campus Educational Improvement Committee (CEIC). The plan is reviewed and revised as needed based on stakeholder feedback, updated data, available resources, and student needs.

Implementation and progress are monitored throughout the year through PLCs, campus leadership meetings, department meetings, assessment/data reviews, and CEIC meetings. Formal formative reviews occur during the year, including November, March, and May, to evaluate progress toward performance objectives and determine whether strategies should be continued, modified, or strengthened.

Evidence of the development and review process, including meeting agendas, minutes/notes, sign-in or attendance records, data presentations, stakeholder feedback, and supporting CNA/CIP documentation, is maintained electronically by campus administration in the campus's designated Title I/CIP and CEIC documentation files and is available for review.

2.2 Stakeholders 1114(b)(2)

Parkland High School develops and reviews its Schoolwide Program/Campus Improvement Plan through meaningful consultation with a representative group of stakeholders. Participants include campus administrators, teachers, department chairs, instructional coaches, counselors, professional and support staff, parents/families, community representatives, and members of the Campus Educational Improvement Committee (CEIC).

Stakeholders are provided opportunities to review campus academic, demographic, attendance, discipline, graduation, CCMR, and other relevant data; identify campus strengths and needs; discuss root causes; establish priorities; and provide feedback regarding goals, strategies, programs, and use of resources. Staff input is also gathered through leadership meetings, department meetings, PLCs, faculty communication, and other campus planning activities. Parent, family, and community input is solicited through CEIC participation, parent meetings, campus events, conferences, surveys/feedback opportunities, and direct communication.

Stakeholder feedback is considered when developing, reviewing, and revising the CNA and Campus Improvement Plan. The campus continues to solicit feedback throughout the year as progress toward performance objectives is monitored and strategies are evaluated for effectiveness.

Evidence of stakeholder participation, including stakeholder lists identifying names and roles, meeting agendas, sign-in/attendance records, minutes or notes, presentations, and feedback documentation, is maintained electronically by campus administration in the campus's CEIC and Title I/CIP documentation files and is available for review.

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

Parkland High School's Schoolwide Program/Campus Improvement Plan is made available to the district, parents, families, staff, and community in an accessible and understandable format. The Campus Improvement Plan is maintained electronically through Plan4Learning and is made available to stakeholders through district and campus communication systems and upon request.

The campus communicates major goals, priorities, programs, and progress to families through parent meetings, newsletters, electronic communication, campus events, conferences, and other stakeholder engagement opportunities. Information is presented in language that is clear and understandable to parents and community members.

To ensure meaningful access for all families, information regarding the plan and related Title I programs is provided in English and Spanish, as appropriate. Translation, interpretation, and other language assistance are provided upon

request or when needed to support families with limited English proficiency. Reasonable accommodations and alternative formats are also provided, as appropriate, to ensure individuals with disabilities have access to the information.

Parents, families, and community members may request additional information, clarification, translated materials, or an opportunity to review and provide feedback regarding the Campus Improvement Plan through the campus administration.

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

Parkland High School coordinates and integrates its Title I Schoolwide Program with federal, state, district, and community resources to provide comprehensive academic and student support services aligned to needs identified through the Comprehensive Needs Assessment. Programs and resources are coordinated to reduce duplication of services, maximize available funding, and provide targeted support to students who are academically at risk or otherwise need additional assistance.

Title I resources are coordinated with State Compensatory Education (SCE), State Career and Technical Education (CTE), State Special Education, State Bilingual/Emergent Bilingual services, Title II professional learning and instructional support, CCMR initiatives, Early College/Dual Credit, Advanced Placement/OnRamps, TSI preparation, and district-funded instructional programs. Academic supports include targeted EOC intervention, accelerated instruction, tutoring, Academic Center services, Saturday tutoring, 11th Period, HB 1416 interventions, credit recovery, and progress monitoring.

The campus also coordinates academic services with counseling, Communities In Schools (CIS), attendance and dropout-prevention efforts, college and career readiness programs, parent and family engagement activities, and community partnerships. Campus administrators, counselors, instructional coaches, teachers, intervention staff, and community partners collaborate to identify students in need of support, coordinate services, monitor progress, and adjust interventions based on student data.

Funding sources and programs are reviewed during the CIP development and monitoring process to ensure resources supplement the regular education program, address identified campus needs, and support the school's goals for academic achievement, attendance, graduation, CCMR, and postsecondary readiness.

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

Parkland High School implements a comprehensive Title I schoolwide program based on needs identified through the Comprehensive Needs Assessment. Campus strategies provide opportunities for all students, particularly students at risk of not meeting state academic standards, to receive supplemental academic and student support. Strategies include additional instructional personnel in core academic areas, SEE Tutors, targeted EOC preparation and accelerated instruction, Academic Center tutoring, Saturday tutoring, 11th Period intervention, HB 1416 interventions, instructional resources and technology, and ongoing progress monitoring.

The campus also provides coordinated student support through Communities In Schools (CIS), counseling, attendance and dropout-prevention interventions, credit recovery and graduation monitoring, and college and career readiness activities. Parent and family engagement strategies include meetings and presentations related to Early College, graduation, FAFSA, loss of credit, TSI, SAT/PSAT, and other academic and postsecondary readiness topics.

These strategies are aligned to the Comprehensive Needs Assessment and Campus Improvement Plan and are monitored throughout the school year using assessment results, grades, attendance, credit accumulation, graduation progress, CCMR indicators, and other student performance data. Strategies are reviewed and adjusted based on evidence of effectiveness and identified student needs.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness

Documentation

Parkland High School evaluates the effectiveness of its Title I Schoolwide Program and Campus Improvement Plan throughout the school year using formative and summative reviews. Progress toward campus performance objectives and the effectiveness of strategies are reviewed during scheduled formative reviews, including November, March, and May, and documented within Plan4Learning. Campus leadership and stakeholders analyze implementation evidence and student outcome data to determine whether strategies are producing the intended results and whether adjustments are needed.

Data used to evaluate program effectiveness include STAAR/EOC and interim assessment results, common and local assessments, student academic growth, TELPAS, TSI and CCMR indicators, grades, attendance, discipline, credit accumulation, graduation and dropout data, student-group performance, walkthrough and instructional data, participation data, and stakeholder/perception feedback. Data are disaggregated, when appropriate, to determine the effectiveness of programs for students identified as at risk and other student groups.

The annual evaluation of the Schoolwide Program is documented through the Summative Review in Plan4Learning. Supporting evidence may include meeting agendas, minutes/notes, sign-in or attendance records, assessment and progress-monitoring reports, stakeholder feedback, and other documentation maintained electronically by campus administration in the campus's Title I/CIP and CEIC documentation files.

Results of the annual evaluation are incorporated into the following year's Comprehensive Needs Assessment (CNA). Strategies determined to be effective may be continued or expanded, while strategies that do not demonstrate sufficient impact are revised, strengthened, or discontinued based on identified student needs and available evidence.