Ysleta Independent School District

Ysleta High School

Accountability Rating: A

Distinction Designation:
Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

At Ysleta High School, we cultivate a culture of excellence where every student is challenged to grow, every educator is committed to continuous improvement, and every learning experience prepares students to lead successful lives. Grounded in our Tradition of Excellence, we foster academic growth, inspire leadership, and prepare every student for success in college, careers, and life.

Vision

Ysleta High School will be a campus where a century of excellence inspires and empowers every student to grow academically, graduate prepared for postsecondary success, and become a leader who positively impacts the world.

Campus Commitments

1. **Elevate Learning:** Implement aligned best practices that promote measurable student growth in every classroom.
2. **Expand Opportunities:** Provide rigorous academic pathways, including Early College, Fine Arts, Athletics, and Career & Technical Education, that prepare students for success.
3. **Strengthen Engagement:** Foster a safe, supportive, and connected school community that encourages strong attendance and active participation.
4. **Build the Next Legacy:** Develop students who embody the values of excellence, resilience, service, and leadership.

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Comprehensive Needs Assessment

Demographics

Summary

Ysleta High School is home to 1,168 students across grades 9 through 12, with enrollment figures showing a fairly even distribution among the grade levels. Specifically, 23.7% of our students are in 9th grade, 25.8% in 10th grade, 22.4% in 11th grade, and 28.1% in 12th grade. This balance allows us to tailor our academic and extracurricular programs to meet the needs of each cohort effectively. Our student body is predominantly Hispanic, at 98.8%, which is a testament to the vibrant cultural heritage of the Ysleta community. Additionally, the gender distribution is nearly even, with 47.8% female and 52.2% male students, ensuring diverse perspectives and experiences within our school environment.

Our school serves a student population with considerable educational and socioeconomic challenges. A significant 89% of our students are identified as economically disadvantaged, a figure that surpasses both the district's 79.1% and the state's 60.5%. This highlights the critical need for resources and support systems to ensure equitable educational opportunities for all our students. Furthermore, 41.5% of our students are Emergent Bilingual/English Learners, a rate much higher than the state average of 24.3%. This underscores the importance of robust language support programs to facilitate their academic success. We also provide services to approximately 113 students under Section 504, accounting for 9.7% of our student body, and support 151 students with disabilities, reflecting our commitment to inclusivity and accessibility in education.

Strengths

Ysleta High School demonstrates strong outcomes among a predominantly Hispanic, economically disadvantaged, and Emergent Bilingual population, with exceptionally high CCMR and graduation outcomes demonstrating the campus's ability to provide equitable access to rigorous academic and postsecondary opportunities.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Ysleta High School continues to experience achievement gaps among high-needs student populations, particularly students receiving Special Education services and Emergent Bilingual/English Learner students.	Inconsistent differentiation and targeted interventions for Special Education and Emergent Bilingual students.

★ = Priority

Student Learning

Summary

Ysleta High School demonstrates strong student achievement and postsecondary readiness, earning an A accountability rating with distinctions in Closing the Gaps, and Postsecondary Readiness. Students demonstrated notable performance and growth in Algebra I and Biology while U.S. History, English I and English II remain areas for continued improvement. Advanced academic opportunities are also a strength, with 46.6% of students completing an advanced or dual-credit course. Most notably, 98.4% of graduates met CCMR criteria, 93.2% were college ready, and 18% earned an associate degree.

Student outcome data further reflect strong campus systems, with the Class of 2026 achieving a 95.7% four-year graduation rate. Additionally, 97.9% of graduates earned the Distinguished Level of Achievement. Special Education and Emergent Bilingual students continue to demonstrate progress, including strong CCMR outcomes, while achievement gaps in state assessment performance remain areas of focus. Moving forward, continued monitoring of state and local assessments, benchmarks, course grades, attendance, credit accumulation, retention, and targeted interventions will support continued growth and ensure students remain on track for graduation and postsecondary success.

Strengths

Ysleta High School demonstrates strong student achievement and growth, particularly in Algebra I and Biology, coupled with exceptional postsecondary outcomes. High CCMR, graduation, advanced/dual-credit completion, and associate degree attainment demonstrate the campus's success in preparing students from diverse populations for college, career, and postsecondary success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not consistently demonstrating grade-level proficiency and mastery on state assessments, with the greatest learning gaps evident in English I and English II.	Inconsistent implementation of rigorous, differentiated Tier 1 instruction necessary to move students from Approaches to Meets and Masters performance levels.

★ = Priority

School Processes & Programs

Summary

The professional development offered by our District academic offices is meticulously designed to cater to both teachers and administrative staff. This initiative ensures that our educators and leaders are equipped with the latest pedagogical strategies and administrative skills, thereby enabling them to provide consistent and effective support within the campus environment. By investing in the continuous growth of our staff, we aim to foster an educational atmosphere that is both dynamic and responsive to the needs of our students.

Our decision-making process on campus is a collaborative effort that involves a diverse group of leaders. This includes our administrative team, campus leadership teams, department chairs, and instructional coaches. By incorporating a wide range of perspectives and expertise, we ensure that our decisions are well-rounded and in the best interest of our school community. This collaborative approach not only enhances the quality of our decisions but also promotes a sense of shared responsibility and unity among our staff.

Effective communication with parents is a cornerstone of our school's engagement strategy. We utilize a variety of platforms to keep parents informed and involved in their children's education. This includes in-person meetings, monthly newsletters, and daily updates through Thrillshare and Class Dojo systems. Additionally, we leverage social media outlets to reach a broader audience. By maintaining open and consistent communication channels, we aim to build strong partnerships with parents and foster a supportive community for our students.

To address the diverse intervention needs of our students, we have implemented a strategic advisory placement system. Each student is thoughtfully placed in an advisory group that is tailored to meet their specific academic and personal development needs. This targeted approach allows us to provide personalized support and guidance, ensuring that every student has the opportunity to succeed and thrive in their educational journey.

Our Academic Center, managed by dedicated instructional coaches and tutors, plays a crucial role in supporting our 9th and 10th grade students as they transition to high school. The center offers a structured environment where students can receive assistance with their assignments and develop the skills necessary to meet high school requirements. By providing this additional layer of support, we aim to ease the transition for our students and set them on a path to academic success.

Strengths

Strong systems for college and career readiness provide students access to advanced coursework, dual credit, industry-based certifications, and other postsecondary pathways, resulting in exceptional CCMR and graduation outcomes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Instructional and intervention processes are not implemented consistently enough to ensure all students reach grade-level proficiency and mastery.	Inconsistent monitoring and implementation of campus instructional expectations, data-driven interventions, and differentiated Tier 1 practices across classrooms.

★ = Priority

Perceptions

Summary

Feedback from employees and parents reflects an overall positive perception of Ysleta High School, highlighting strong campus pride, supportive relationships, collaborative leadership, and a shared commitment to student success. Both groups recognize the dedication of campus personnel, positive learning environment, and academic and extracurricular opportunities available to students. Areas for continued growth include strengthening communication, ensuring consistent implementation of campus expectations, improving access to resources, and promoting equitable support and recognition across all programs. Overall, stakeholder feedback reinforces the campus's strong foundation while identifying opportunities to enhance engagement, consistency, and support to ensure continued success for all students and staff.

Strengths

Employees and parents recognize Ysleta High School's positive campus culture, collaborative relationships, supportive leadership, and commitment to providing meaningful academic and extracurricular opportunities that contribute to student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Employee and parent feedback indicates inconsistencies in timely, proactive communication regarding student progress, campus initiatives, and follow-through on stakeholder concerns.	The campus lacks a consistently implemented and monitored communication protocol that establishes clear expectations for stakeholder outreach, timely responses, and follow-up.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) 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] **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 diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] State-developed online interim assessments
- [x] Texas Success Initiative (TSI) data
- [x] Intervention 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] 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] 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] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [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] **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] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [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] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**

- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1 ☑ Results Driven Accountability

Our campus will hire staff that will support instructional programs to include full-time and highly qualified employees.

Strategy's Expected Result/Impact: Ensure high quality instruction in all classrooms throughout the campus.

Staff Responsible for Monitoring: Administrative team: Principal, assistant principals

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2

Teachers will meet with their PLT to plan lessons, develop rigorous instructional activities, review/analyze data, and ensure the implementation of district course pacing while incorporating best practices and campus initiatives.

Strategy's Expected Result/Impact: Increased achievement of all students on STAAR/EOC exams.

Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, & classroom teachers.

Funding Sources: General supplies, technology, resources, and reading materials to be used during classroom instruction. Science lab equipment to enhance learning. Title I, Part A, $53,000

Formative Reviews

November **March** **May**

Performance Objective 2

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

Strategy 1

Our campus will offer targeted intervention through tutoring, camps, and advisory period.

Strategy's Expected Result/Impact: Targeted interventions for both low and high performing students to enhance content mastery at all levels.

Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, classroom teachers.

Funding Sources: Extra duty for tutoring and academic interventions Title I, Part A, $10,000

Formative Reviews

November **March** **May**

Strategy 2

Our campus will hire SEE college tutors to provide additional support to instructional programs on campus both in the classroom and in our Academic Center.

Strategy's Expected Result/Impact: Additional classroom support for intervention as well as ensuring we continue to decrease the failure rates in core curriculum classes.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach, SEE tutors

Funding Sources: Additional salaries for SEE tutors Title I, Part A, $15,000

Formative Reviews

November **March** **May**

Strategy 3

Our campus will use professional development days to plan within department to include campus training/planning, APSI, NMSI, and others to improve instruction.

Strategy's Expected Result/Impact: Stronger Tier 1 instruction in all classrooms through the reinforcement of best practices, data analysis, and reflection.

Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches, classroom teachers.

Funding Sources: Substitute teacher salaries for professional development days Title I, Part A, 211-11-6112-00-004-24-000-A, $10,887

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Campus will offer targeted interventions through advisory periods, intersession, and tutoring opportunities.

Strategy's Expected Result/Impact: Increased student achievement through targeted academic support

Staff Responsible for Monitoring: Teachers, instructional coaches, administration.

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Strategy 2

Teachers will meet with their PLT to plan lessons, develop rigorous instructional activities, review/analyze data, and ensure the implementation of district content pacing while incorporating best practices.

Strategy's Expected Result/Impact: Improved Tier 1 instruction

Staff Responsible for Monitoring: Teachers, instructional coaches, administrators

Title I: 2.5.1

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

The campus will offer language tutoring using the Summit K-12 Program along with content specific interventions.

Strategy's Expected Result/Impact: Increased English language proficiency and academic achievement among Emergent Bilingual students

Staff Responsible for Monitoring: Teachers, LPAC clerk, administrators

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

Departments will offer academic intervention opportunities for all students to include advisory periods, support classes, and academic tutoring in conjunction with Special Education paraprofessionals and teachers.

Strategy's Expected Result/Impact: Increased student achievement through consistent, targeted academic interventions and collaborative support from content teachers and Special Education staff.

Staff Responsible for Monitoring: Case managers, teachers, instructional coaches, and administrators

Title I: 2.5.1

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

Teachers will meet with their Small Learning Communities (SLC) to evaluate students' academic progress, monitor attendance, and student behavior, as well as implement interventions.

Strategy's Expected Result/Impact: Decreased number of NSLB / Graduation Intervention Meetings and increased student achievement & accountability.

Staff Responsible for Monitoring: Counselors, teachers, instructional coaches, attendance clerks, LOC clerk and administrators

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

Counselors and administrators will communicate expectations and qualifying scores on the TSI, SAT, and STAAR exams to encourage dual credit placement.

Strategy's Expected Result/Impact: Increased dual credit enrollment and TSI qualifying scores.

Staff Responsible for Monitoring: Counselors, testing coordinator, ELA & Math teachers, administrators.

Formative Reviews

November	March	May

Strategy 2

Teachers will use additional resources and training to enhance learning and support students in test preparation to include Master Prep and College Board resources. Teachers will advise the testing coordinator of students ready to challenge the TSI exam in monthly intervals.

Strategy's Expected Result/Impact: Increased college readiness through passing TSI scores in both math and reading.

Staff Responsible for Monitoring: ELAR & Math teachers, testing coordinator, counselors, administration

Formative Reviews

November	March	May

Performance Objective 8

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

Strategy 1

Counselors will evaluate students and place them in college connect courses to provide students with the opportunity to take future dual credit coursework.

Strategy's Expected Result/Impact: Increased dual credit enrollment and course success.

Staff Responsible for Monitoring: Counselors, dual credit instructors, dual credit facilitators.

Formative Reviews

November	March	May

Strategy 2

The campus will afford all Sophomores and Juniors the opportunity to challenge the PSAT and SAT in alignment with district standards in an effort to better prepare students to achieve qualifying scores on the SAT exam.

Strategy's Expected Result/Impact: Increased college readiness scores on the SAT exam

Staff Responsible for Monitoring: Teachers, counselors, testing coordinator, administration

Formative Reviews

November	March	May

Performance Objective 9

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

Strategy 1

Our campus will purchase materials, equipment, test licenses and other resources for CTE course instruction.

Strategy's Expected Result/Impact: Career ready students upon graduating that are completers with an earned IBC.

Staff Responsible for Monitoring: Principal, CTE assistant principal, CTE department chair, CTE classroom teachers, and finance clerk.

Funding Sources: Supplemental materials, software, technology, copier and general supplies used for all CTE career courses. State Career and Technical, $61,948

Formative Reviews

November	March	May

Strategy 2

CTE teachers will have the opportunity to attend professional development for their content area/courses being offered.

Strategy's Expected Result/Impact: Industry updates to best inform district alignment of A-F certifications and the impact on classroom instruction.

Staff Responsible for Monitoring: Principal, CTE assistant principal, CTE department chair, CTE classroom teachers, and finance clerk.

Funding Sources: Registration fees and fuel costs associated with our program needs. State Career and Technical, $480

Formative Reviews

November	March	May

Strategy 3

Students will earn a TEA-approved industry-based certification and complete an aligned Career and Technical Education (CTE) program of study.

Strategy's Expected Result/Impact: Increased number of completer status graduates.

Staff Responsible for Monitoring: CTE teachers, counselors, administration

Formative Reviews

November	March	May

Performance Objective 10

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

Strategy 1

Special Education personnel will provide students with an Individualized Plan (IEP) which outlines his/her career interests, strengths, and skills.

Strategy's Expected Result/Impact: Increase in Special Education students graduating with an aligned endorsement.

Staff Responsible for Monitoring: Special Education case managers, Diagnostician, counselors, administration

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

Campus will offer camps as well as in class support for the TSI and SAT exams through math and reading curriculum aligned to the TSIA/SAT assessments and utilize resources such as Mastery Prep to further prepare students for success on these assessments.

Strategy's Expected Result/Impact: Increase in passing scores on the TSIA and SAT assessments in both reading and math

Staff Responsible for Monitoring: Math & ELA teachers, testing coordinator, administrators

Formative Reviews

November	March	May

Performance Objective 12

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

Strategy 1

Counselors, facilitators and administration will monitor students' progress to ensure success and offer interventions when needed.

Strategy's Expected Result/Impact: Successful completion of dual credit coursework.

Staff Responsible for Monitoring: Counselors, facilitators, Early College Secretary, and administration.

Formative Reviews

November	March	May

Strategy 2

Campus will offer tutoring to students before/after school on campus as well as facilitate online tutoring opportunities with our partners at EPCC

Strategy's Expected Result/Impact: Successful completion of dual credit coursework.

Staff Responsible for Monitoring: Early College Secretary, SEE tutors, teachers, administration

Formative Reviews

November	March	May

Performance Objective 13

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

Strategy 1

Counselors will evaluate students and place them in college connect courses to provide students with the opportunity to take future dual credit coursework.

Strategy's Expected Result/Impact: Increased dual credit enrollment and course success.

Staff Responsible for Monitoring: Counselors, dual credit instructors, dual credit facilitators.

Formative Reviews

November	March	May

Strategy 2

Campus will offer camps as well as in class support for the TSI and SAT exams through math and reading curriculum aligned to the TSIA/SAT assessments and utilize resources such as Mastery Prep to further prepare students for success on these assessments.

Strategy's Expected Result/Impact: Increase in passing scores on the TSIA and SAT assessments in both reading and math which will open the door to dual credit enrollment

Staff Responsible for Monitoring: Math & ELA teachers, testing coordinator, administrators

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

Campus will purchase certification resources for CTE courses to certify students.

Strategy's Expected Result/Impact: Increased number of students challenging & passing IBC exams.

Staff Responsible for Monitoring: CTE teachers, administration

Formative Reviews

November	March	May

Strategy 2

Campus will purchase materials, equipment and resources that will assist with CTE course instruction that is aligned to IBC testing standards and curriculum tested.

Strategy's Expected Result/Impact: Increased number of students challenging & passing IBC exams.

Staff Responsible for Monitoring: CTE teachers, administration

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

Campus will offer camps as well as in class support for the TSI and SAT exams through math and reading curriculum aligned to the TSIA/SAT assessments and utilize resources such as Mastery Prep to further prepare students for success on these assessments.

Strategy's Expected Result/Impact: Increase in passing scores on the TSIA and SAT assessments in both reading and math

Staff Responsible for Monitoring: Math & ELA teachers, Special Education case managers, testing coordinator, administrators

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

Campus will provide support to teachers and improve communication through weekly newsletters, PLTs, SLCs, Department Chair Meetings, faculty and class meetings.

Strategy's Expected Result/Impact: Increased communication and collaboration among campus stakeholders.

Staff Responsible for Monitoring: Administration, counselors, instructional coaches, faculty and 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

Campus will provide support to parents and improve communication through teacher/parent calls, campus communication platforms (Class Dojo / Thrillshare), monthly newsletter, school website and social media outlets.

Strategy's Expected Result/Impact: Consistent communication with parents throughout the school year on all campus initiatives.

Staff Responsible for Monitoring: Administration, faculty, and staff.

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

Parents will be included as members of different campus committees such as CEIC and LPAC as well as continued participation as part of ARD, 504, SLC, and RTI committee meetings.

Strategy's Expected Result/Impact: Increased parental involvement both at the individual student and campus levels.

Staff Responsible for Monitoring: Administration, counselors, instructional coaches,

Formative Reviews

November **March** **May**

Strategy 2

Family & Volunteer Liaison will coordinate activities and workshops of interest to parents throughout the school year to empower parents to become active participants at school and will encourage parents to attend the Regional Parent Conference.

Strategy's Expected Result/Impact: Increase in parental involvement on campus.

Staff Responsible for Monitoring: Family & Volunteer Liaison

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

Campus administration, counselors, teachers, coaches, and club sponsors will collaborate to promote extracurricular opportunities through student interest surveys, recruitment events,

campus communications, and targeted community outreach.

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

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Athletic Coordinator, Fine Arts Directors, Department Chairs, Club/Organization Sponsors, and Teachers.

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

Campus will include department chairpersons in the budgeting process to ensure all existing campus resources are being utilized effectively prior to approving budget expenses.

Strategy's Expected Result/Impact: Decrease in budget spending wherever possible.

Staff Responsible for Monitoring: Principal, assistant principals, department chairs, budget clerk

Formative Reviews

November	March	May

Strategy 2

Principal will meet with budget clerk on a weekly basis to review budget and review district reports.

Strategy's Expected Result/Impact: Balanced budget that remains under 90% expenditures.

Staff Responsible for Monitoring: Principal, budget clerk.

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

Campus principal will work in conjunction with the budget clerk, inventory coordinator and other key stakeholders to ensure that all areas are following the protocols prescribed by the district for all of the areas outlined to include inventory, cash handling, and financial procedures.

Strategy's Expected Result/Impact: No audit findings on our annual audit reports.

Staff Responsible for Monitoring: Principal, administration, budget clerk, groups sponsors.

Formative Reviews

November	March	May

Strategy 2

The campus will provide the necessary training to all campus personnel to ensure compliance with all cash handling, financial procedures, and inventory.

Strategy's Expected Result/Impact: No audit findings on our annual audit reports.

Staff Responsible for Monitoring: Principal, administration, budget clerk, groups sponsors.

Formative Reviews

November	March	May

Performance Objective 3

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

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Campus will develop an emergency plan that will include monthly fire/emergency drills as designated by the district and state.

Strategy's Expected Result/Impact: Increased awareness and adherence to state safety protocols and responses.

Staff Responsible for Monitoring: Campus safety coordinator, administration

Formative Reviews

November	March	May

Strategy 2

Administration, custodians, and security will work together to complete all required building inspections for compliance with district and Texas School Safety Center requirements.

Strategy's Expected Result/Impact: Secure building with functioning components to keep all stakeholders safe.

Staff Responsible for Monitoring: Administration, security officers, custodians

Formative Reviews

November	March	May

Strategy 3

Administration will conduct class meetings at least once a month and ensure safety expectations are reiterated with the student body throughout the school year.

Strategy's Expected Result/Impact: Increased awareness of safety protocols of the student body to ensure campus safety for all.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Ysleta High School

Total SCE Funds: $422,891.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

Ysleta High School conducted its Comprehensive Needs Assessment (CNA) through ongoing collaboration with campus administration, teachers, instructional leaders, parents, and other stakeholders during the 2025–2026 school year. Stakeholders were selected to ensure representation across instructional departments, student programs, and the school community. The members of this process were parts of our CEIC committee as well as our campus leadership and department chairs. These individuals met quarterly to review campus performance, identify strengths and areas of need, and determine priority problem statements and root causes.

The CNA process examined four key areas: Demographics, Student Learning, School Processes and Programs, and Safety. Data sources were selected based on their relevance to student achievement and campus improvement goals and included the 2024–2025 TAPR, STAAR/EOC results, CCMR and graduation data, attendance trends, student performance indicators, and parent and employee surveys. Stakeholders analyzed trends, identified achievement gaps, and prioritized actionable needs to guide the development of the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Multiple CEIC meetings were held with stakeholders throughout the 25-26 school year. Our latest CEIC meeting was held on August 31, 2026. Evidence of meeting is located in the 'Committee' section of the CIP.

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

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

Our Campus Improvement Plan is developed and reviewed with our CEIC committee. Our most recent CEIC meeting was held on August 31, 2026. Evidence of meeting is located in the "Committee" section of the CIP.

2.2 Stakeholders 1114(b)(2)

Our CEIC committee is included in the plan development process to ensure feedback and dialogue about the plan can occur throughout the school year. Evidence is included in the meetings listed in the committee section to include names and roles of each committee member.

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

Plan is posted on the district website.

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

Not applicable

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

Not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Notes are in the formative and summative evaluations and in the minutes of our CEIC meetings.