

Splendor Independent School District



Splendor High School

2025-2026 Campus Improvement Plan

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



Pillars

Pillar 1 Student Learning & Progress

Key Question 1

To what degree are all students demonstrating growth?

Initial Status: Major Change

System Response (Goal) 1

By May 2026, student performance on End-of-Course (EOC) exams will increase by 5% across all tested subject areas, as measured by STAAR results, through targeted instructional support and data-driven planning.

Evidence of Success: 2026 STAAR EOC data

Staff Responsible: EOC teachers, Instructional Coaches, and Administrators

Formative Reviews

Adjustments Taking Place

October

Adjustments Taking Place

January

March

June

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement weekly PLCs in EOC testing areas with focused TEKS unpacking, lesson internalization, and review of student data.

Intended Audience: EOC Teachers

Provider / Presenter / Person Responsible: Administrative Team and Instructional Coaches

Date(s) / Timeframe: 25 - 26 school year.

Collaborating Departments: All departments on the campus.

Delivery Method: Attending Teacher Planning and Preparation and Agendas

Staff Responsible: All Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Key Question 2

To what degree are we using the data and developing a personalized learning environment to impact

instruction for all students?

System Response (Goal) 1

We are determining content- TEKs, tracking those target standards, and planning action for change.

Evidence of Success: None

Staff Responsible: None

Formative Reviews

Adjustments Taking
Place

October

Adjustments Taking
Place

January

March

June

Key Question 1

To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Key Question 2

To what degree are we preparing students for life readiness?

System Response (Goal) 1

By May 2026, average daily attendance will increase to 94%, as measured by PEIMS attendance data.

Evidence of Success: Quarterly data talks regarding attendance.

Staff Responsible: Attendance Clerks, Administrative Team, Principal, Truancy Officer

Formative Reviews

Adjustments Taking Place

October

Adjustments Taking Place

January

March

June

Strategy 1

Create and implement a tiered incentive system (weekly, monthly, semester) for students meeting attendance goals, as well as implementing structured Attendance Procedures.

Intended Audience: All students

Provider / Presenter / Person Responsible: Administrative Team

Date(s) / Timeframe: 25 - 26 School year

Collaborating Departments: Attendance Clerks and Administrative Teams

Delivery Method: Skyward

Staff Responsible: All Teachers

Pillar 3 Engaged, Well-Rounded Students

Key Question 1

To what degree do students demonstrate noble actions?

Key Question 2

To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4 Community Engagement & Partnerships

Key Question 1

To what degree does our community have opportunities to partner with the school district?

System Response (Goal) 1

Communication with all stakeholders will be timely, clear & precise regarding campuswide events and happenings.

Evidence of Success: Communication through Parent Square and provides timely notification of upcoming events.

Staff Responsible: Administrative team and support staff.

Formative Reviews

On Track

No Progress

October

January

March

June

Strategy 1

Creation of Parental Advisory Committee.

Intended Audience: Parents and committee

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: March 2024

Collaborating Departments: All departments.

Delivery Method: Email and in-person meeting.

Staff Responsible: Principal/ Administrative team.

Key Question 2

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Pillar 5 Professional Learning & Quality Staff

Key Question 1

To what degree do our recruitment and retention strategies align with the district's strategic plan?

Key Question 2

To what degree are we inducting new employees into our learning organization?

Key Question 3

To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6 Fiscal & Operational Systems

Key Question 1

To what degree are all facilities well-maintained and conducive to learning?

Key Question 2

To what degree do staff have access to resources necessary to fulfill the strategic plan?

Key Question 1

To what degree do our students and staff feel safe at school?

System Response (Goal) 1

Provide a safe secure campus.

Evidence of Success: Door checks and safety walks. Ensure each student and staff wears IDs
Implementation of CKH and CHAMPS campus-wide.

Staff Responsible: Teachers and Staff

Formative Reviews

On Track	On Track		
October	January	March	June

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

We will continue weekly door checks and all safety requirements required by TEA.

Intended Audience: Students and Staff

Provider / Presenter / Person Responsible: Administrators and Campus Officers

Date(s) / Timeframe: 2025-2026 School Year

Collaborating Departments: All departments

Staff Responsible: All staff

Action Steps: Submit maintenance requests to address concerns with door operations.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Key Question 2

To what degree do we ensure social well-being for all students?

Key Question 3

To what degree do we ensure social well-being for all staff?