Plano Independent School District

Jasper High School

2026-2027 Campus Improvement Plan

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Mission Statement

Jasper High School is dedicated to providing a unified, caring environment where each student will be prepared to succeed in a diverse and challenging world.

Vision

At Jasper High School, our shared purpose is student learning - through aligned and engaging instruction, collaboration, and a culture where everyone feels valued and supported.

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Comprehensive Needs Assessment

Demographics

Summary

asper is a high-performing campus serving about 1,266 students. Enrollment has stayed fairly stable, but our Emergent Bilingual population has grown from 9% to 15%. Economically disadvantaged and special education enrollment have remained steady, while GT participation has increased to 35%. Our biggest demographic need is making sure we are meeting the needs of a growing EB population and supporting the wide range of skill levels within classrooms.

Attendance remains strong at about 95%, but it declines as the year progresses and should be monitored closely for student groups with greater barriers to attendance. Behavior data also show disproportionality, with African American and Hispanic students receiving disciplinary actions at higher rates than their representation in the student population. We need to continue strengthening preventive behavior supports, applying discipline expectations consistently, and providing earlier academic, behavioral, and attendance interventions.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Personal communication device violations were the highest discipline referral category during the 2025-2026 school year, with 620 documented incidents	
2	African American students receiving special education services had a risk ratio of 2.5 for exclusionary disciplinary actions involving OSS or expulsion for 10 or more days.	
3	Campuswide student attendance declined from 96.7% during PIA Reporting Period 1 to 94.1% during Reporting Period 6, a decrease of 2.6 percentage points.	

★ = Priority

Student Learning

Summary

Jasper continues to perform at a high level, with strong results in Algebra I growth, Biology, English II, and AP performance. Algebra I improved at every performance level, all MAP quintiles met or exceeded projected growth, and Biology remained a major strength. English II also improved, while English I Masters declined and EOC retesters, special education students, and Emergent Bilingual students remain areas of concern.

TELPAS growth was inconsistent across grade levels and language domains, especially in speaking, writing, and tenth-grade reading. College readiness remains a strength, with 92.7% of AP testers earning a qualifying score, but gaps remain across student groups and only 38.6% of students met all TSIA sections. Our focus should be on moving more students to Masters, improving outcomes for targeted student groups, and identifying college-readiness gaps earlier.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Twenty-five percent of students did not demonstrate expected academic growth across the three EOC-tested content areas.	
2	Across the Algebra I, Biology, and English I EOCs, 21% of Emergent Bilingual students did not meet the state performance standard.	
3	Across all EOC-tested content areas, 32% of students receiving special education services did not meet the state performance standard.	

★ = Priority

School Processes & Programs

Summary

Jasper has strong systems in place to support instruction and student learning. Teams have daily common planning time, use assessment and walkthrough data to monitor progress, and new teachers are supported through regular mentor meetings. We also have clear processes for discipline, student advising, and advanced academics.

Our biggest needs are making Tier 1 instruction more consistently aligned to the TEKS and improving the quality and availability of interventions. Staffing limits some intervention opportunities, and behavior continues to be the most common reason for Student Support Plans, especially in ninth grade.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Sixty-seven percent of students who participated in the winter EOC retest administration did not meet the state performance standard.	
2	At the end of the school year, 11% of Student Support Plans remained active and had not been formally closed.	
3 ★	During the 2025-2026 school year, 46.92% of Jasper High School students met TSI criteria, while 52.15% of students did not meet TSI criteria	

★ = Priority

Perceptions

Summary

Jasper has a positive school climate, and students, staff, and families generally feel supported and connected. Safety, organization, team collaboration, and strong community involvement continue to be campus strengths.

Our biggest needs are recognizing staff more consistently and creating more opportunities for staff, students, and parents to provide input. We also need to give teachers more opportunities to observe and discuss effective instruction and provide professional learning that is directly connected to campus needs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Thirty-five percent of staff report that employee accomplishments are not consistently acknowledged or celebrated.	
2	Thirty-two percent of staff report a lack of clarity regarding which campus decisions include direct teacher input.	
3	Thirty-five percent of staff report that they do not have adequate opportunities to participate in instructional rounds and observe effective instructional practices.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Twenty-five percent of students did not demonstrate expected academic growth across the three EOC-tested content areas.	
2 ★	Personal communication device violations were the highest discipline referral category during the 2025-2026 school year, with 620 documented incidents	
3 ★	During the 2025-2026 school year, 46.92% of Jasper High School students met TSI criteria, while 52.15% of students did not meet TSI criteria	

★ = Priority

Priorities

Priority 1

Strategic Plan Objective 1.2- Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By May 2027, Jasper High School will increase the percentage of students meeting annual growth on STAAR EOCs, as measured by Domain 2, with at least 50% of students identified for accelerated instruction through HB 1416 meeting their annual growth target.

Performance Target: Increase from 75% in 2025-2026 to at least 80% in 2026-2027.

Expected Result: Increase from 75% in 2025-2026 to at least 80% in 2026-2027.

Strategy 1

Provide monthly professional learning focused on unpacking TEKS, identifying success criteria, and planning Tier 1 instruction aligned to standards.
Ensure teams collaborate regularly in PLCs to design aligned, engaging instruction that targets both mastery and growth.
Expect teachers to apply new learning to develop and implement lessons that promote high levels of student thinking and engagement, monitored through both formative and summative assessments.

Staff Responsible for Monitoring: Administrators, Campus Leadership Team, Department Chairs, Team Leaders, Collaborative Teams

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Twenty-five percent of students did not demonstrate expected academic growth across the three EOC-tested content areas.	

Priority 2

Strategic Plan Objective 2.3- Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

Goal 1

By the administration of the TSIA2 exam in Spring 2027, we will increase the percentage of students meeting TSI in all sections (Math & RLA).

Performance Target: Increase from 38.6% in 2025-2026 to at least 43.6% in 2026-2027.

Expected Result: Increase from 38.6% in 2025-2026 to at least 43.6% in 2026-2027.

Strategy 1

Build student understanding and motivation. Provide a brief overview of the TSIA2, explain how meeting the standard can affect future course placement and college readiness, and share basic testing strategies before the spring administration.
Embed short TSIA2 practice into existing class time. English and math teachers will use brief TSIA2-style warm-ups or practice questions one to two times per week during regular instruction, Study Hall, or advisory periods.
Provide targeted review before the spring administration. Offer focused review sessions during Study Hall or advisory in the weeks before testing, emphasizing frequently assessed skills and areas identified through classroom performance or practice questions.

Staff Responsible for Monitoring: Administrators, Counselors, Campus Leadership Team, Department Chairs, Team Leaders, Collaborative Teams

Problem Statements: School Processes & Programs 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	During the 2025-2026 school year, 46.92% of Jasper High School students met TSI criteria, while 52.15% of students did not meet TSI criteria	

Priority 3

Strategic Plan Objective 4.2- Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By May 2027, Jasper High School will decrease personal device communication violations compared to the 2025-2026 school year, as measured by end-of-year campus discipline data.

Performance Target: Decrease incidents by at least 10%, from 620 incidents in 2025-2026 to no more than 558 incidents by the end of the 2026-2027 school year.

Expected Result: Decrease incidents by at least 10%, from 620 incidents in 2025-2026 to no more than 558 incidents by the end of the 2026-2027 school year.

Strategy 1

1. Meet with all students at the beginning of the school year to review expectations for personal communication devices, including when devices must be stored and the consequences for violations.
2. Regularly reiterate personal communication device expectations through student announcements, campus communications, and teacher reminders to maintain consistent messaging throughout the school year.
3. Develop targeted support plans for students with repeated personal communication device violations, including parent communication, student conferences, and individualized strategies to improve compliance.

Staff Responsible for Monitoring: Campus Administrative Team, Teachers and Staff, Front Office Staff

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Personal communication device violations were the highest discipline referral category during the 2025-2026 school year, with 620 documented incidents	