Ysleta Independent School District

Tierra Del Sol Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Tierra Del Sol Faculty and staff are committed and dedicated to serving our community by providing our students with ideal opportunities to cultivate their social, emotional, and academic development for their overall growth and success.

Vision

The vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.

Value Statement

At Tierra Del Sol, we are committed to the habit of excellence. We are a team of data-driven practitioners that take pride in authentic practices to meet the needs of our diverse community of scholars.

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Comprehensive Needs Assessment

Demographics

Summary

Tierra Del Sol Elementary School, part of the Ysleta Independent School District, has been a cornerstone of education in El Paso, Texas, since its establishment in 1980. The school is dedicated to serving a diverse student body, predominantly from middle and lower socio-economic backgrounds, and offers educational programs from early education through fifth grade. As of the 2025-2026 academic year, the school has an enrollment of 464 students, reflecting a commitment to providing quality education to a significant number of young learners in the community.

The student demographics at Tierra Del Sol Elementary highlight a rich tapestry of needs and talents. Among the students, 89 are identified as Emergent Bilingual, indicating a focus on language acquisition and support. The school also caters to 18 students with dyslexia, ensuring specialized interventions are in place. Gifted and Talented programs are available for 25 students, fostering an environment where advanced learners can thrive. Additionally, the school supports 5 students with an immigrant indicator and 2 students identified as homeless, demonstrating a commitment to inclusivity and support for all backgrounds. The entire student body qualifies under the Title 1 Indicator, emphasizing the school's role in addressing educational equity.

Tierra Del Sol Elementary is proactive in addressing the needs of at-risk students, with 196 students identified under this category. The school also provides services for 13 students under the 504 Indicator, ensuring accommodations for those with disabilities. Pre-kindergarten eligibility is extended to 61 students, highlighting early childhood education as a priority. The school is attentive to the needs of military-connected families, with 46 students identified in this category, and offers robust special education services to 96 students. Additionally, the school supports 8 students through Response to Intervention (RTI) strategies, ensuring targeted support for academic success.

The gender distribution at Tierra Del Sol Elementary is fairly balanced, with 209 female students and 254 male students. The school takes pride in maintaining a high attendance rate, with a percentage of 95.36%, indicating that chronic absenteeism is not a significant issue. This reflects the school's effective engagement strategies and the value placed on consistent attendance for academic success.

The teaching staff at Tierra Del Sol Elementary is composed of highly experienced educators, with 86.6% having more than six years of experience. This wealth of experience contributes to a stable and knowledgeable teaching environment. Additionally, 13.4% of the teachers are in the early stages of their careers, bringing fresh perspectives and innovative approaches to the classroom. This blend of seasoned and early-career educators ensures a dynamic and effective teaching force dedicated to student achievement.

Strengths

At Tierra Del Sol Elementary, we pride ourselves on our robust school framework, which is anchored in strong leadership and meticulous planning. Our strategic staffing ensures we have the right educators in place to meet the diverse needs of our students, fostering a positive school culture conducive to learning and growth. We are committed to providing high-quality instructional materials and assessments, which are integral to delivering effective instruction and enhancing student outcomes.

Our school is home to 89 students identified as Emergent Bilingual, and we are dedicated to supporting their unique learning needs through tailored programs and resources. This commitment to inclusivity and diversity enriches our school community and prepares all students for a globalized world.

Additionally, our student body is evenly distributed between male and female students, with 254 males and 209 females. This balance contributes to a dynamic and equitable learning environment where all students have the opportunity to thrive and succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
2	Grades 3-5 STAAR Achievement: 2026 STAAR achievement data indicates a need to improve student performance across grades 3-5. 60% of 3rd-grade students scored Meets or higher in Reading and 41% scored Meets or higher in Mathematics; 64% of 4th-grade students scored Meets or higher in Reading and 52% scored Meets or higher in Mathematics; 71% of 5th-grade students scored Meets or higher in Reading,	Tier 1 instruction and intervention/enrichment systems require refinement to provide consistent, targeted, data-driven instruction that addresses identified student needs and improves academic achievement.
3 ★	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

★ = Priority

Student Learning

Summary

Students at Tierra Del Sol take IReady diagnostic assessments three times a year, at the beginning, middle, and end. Growth data is measured from Fall to Spring, Our growth results indicate significant growth across multiple grade levels and content.

Our annual growth results are as follows:

Mathematics- IReady

Grade Level	% of students who met or exceeded growth goal
Kinder	**56%**
First	71%
Second	71%
Third	68%
Fourth	60%
Fifth	66%

Reading- AMIRA	% OF STUDENTS WHO MET OR EXCEED GROWTH GOAL
Kinder	30%
1st	31%
2nd	57%
3rd	41%
4th	66%
5th	51%

2026 STAAR DATA % AT MEETS/MASTERS	
3RD READING	60%
3RD MATH	41%
4TH READING	64%
4TH MATH	52%
5TH READING	71%
5TH MATH	63%
5TH SCIENCE	52%

Strengths

At Tierra Del Sol, we prioritize data-driven instruction by utilizing Amira scores to tailor our educational strategies. This approach allows us to identify and focus on each student's unique strengths and areas for improvement, ensuring that our teaching methods are both effective and personalized. The success of this strategy is evident in our end-of-year scores, which reflect significant achievements across various grade levels and language instruction programs.

In addition to Amira, we employ the I-Ready Diagnostic tool to further refine our instructional decisions. This tool enables us to provide targeted interventions or enrichment opportunities based on our students' specific needs. As a result, most of our grade levels consistently perform well above the national and state averages, demonstrating the effectiveness of our comprehensive approach to student development.

Our data analysis highlights Geometry as a particular strength across all grade levels at Tierra Del Sol, with students consistently outperforming national averages. This achievement underscores our commitment to excellence in mathematics education and our ability to foster a deep understanding of geometric concepts among our students.

However, we recognize room for improvement in our Kindergarten Numbers and Operations scores, which currently fall below the national average. We are committed to addressing this area by implementing targeted strategies and resources to help our youngest learners build a strong foundation in numerical understanding.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Grades 3-5 STAAR Achievement: 2026 STAAR achievement data indicates a need to improve student performance across grades 3-5. 60% of 3rd-grade students scored Meets or higher in Reading and 41% scored Meets or higher in Mathematics; 64% of 4th-grade students scored Meets or higher in Reading and 52% scored Meets or higher in Mathematics; 71% of 5th-grade students scored Meets or higher in Reading,	Tier 1 instruction and intervention/enrichment systems require refinement to provide consistent, targeted, data-driven instruction that addresses identified student needs and improves academic achievement.
2 ★	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

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School Processes & Programs

Summary

At our school, we prioritize protected time for collaboration among educators to ensure a cohesive and comprehensive approach to student learning. This dedicated time allows teachers to collectively determine the essential learning outcomes for students, establish clear indicators of student understanding, and devise strategic responses for students who either struggle or excel. Through Professional Learning Community (PLC) cycles, we foster an environment where educators can share insights and strategies to enhance student achievement.

During PLC sessions, teachers engage in internalizing lessons to ensure the delivery of effective Tier 1 instruction. This involves a focused approach to data-driven meetings, where instruction is tailored to the diverse needs of our students. By analyzing performance data, teachers can make informed decisions that directly impact student learning and growth.

Professional development is a cornerstone of our educational framework, with opportunities provided at both the district and campus levels throughout the year. Our campus-based professional development initiatives are designed to address trends identified in performance data, ensuring our educators are equipped with the skills and knowledge needed to meet the evolving needs of our students.

To support students who require additional assistance to reach or exceed grade-level expectations, we utilize Special Education Educators (SEEs). These educators play a crucial role in providing targeted support to help students approach, meet, or master the Texas Essential Knowledge and Skills (TEKS), thereby promoting academic success for all learners.

Safety is a paramount concern at our school, and we are committed to maintaining a secure environment through regular drills conducted on a monthly and quarterly basis. Our safety committee meets consistently to address any safety concerns that arise, ensuring that our campus remains a safe place for students and staff alike.

Our instructional leadership team is instrumental in evaluating instructional practices and assessing student learning trends. By developing strategic plans aligned with our campus goals, this team ensures that our educational practices are both effective and responsive to the needs of our students, ultimately fostering an environment of continuous improvement and academic excellence.

Strengths

At our school, we prioritize providing teachers with protected time for collaboration. This dedicated time allows educators to come together and engage in meaningful discussions about the curriculum and student learning objectives. By working collaboratively, teachers can determine what essential knowledge and skills students need to acquire. They also strategize on how students will demonstrate their understanding and plan interventions for those who may struggle. This collaborative approach ensures that our teaching methods are aligned and focused on student success.

Furthermore, our teachers are committed to developing assessments that offer valuable feedback on student outcomes. These assessments are not merely evaluative tools but are designed to inform instruction and support student growth. By analyzing assessment data, teachers can identify areas where students excel and where they may need additional support, allowing for targeted and effective teaching strategies.

Our school also benefits from the expertise of instructional leaders who play a crucial role in developing and implementing strategic plans. These leaders work closely with faculty to ensure that our campus goals are met. They provide guidance and support in aligning instructional practices with our objectives, fostering an environment of continuous improvement. Through their leadership, we are able to maintain a clear focus on achieving our educational

goals and enhancing the overall learning experience for our students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	PARENT COMMUNICATION & ENGAGEMENT: 22.8% of parents felt that their child was not valued at school. Parents also expressed concerns about not regularly receiving information and materials to support their child at home, and about not knowing which school personnel to contact when questions arise.	Tierra Del Sol lacks a consistent campus-wide communication system for sharing student celebrations and recognition, providing families with instructional resources, and identifying key campus personnel available to assist parents.
2 ★	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
3	Grades 3-5 STAAR Achievement: 2026 STAAR achievement data indicates a need to improve student performance across grades 3-5. 60% of 3rd-grade students scored Meets or higher in Reading and 41% scored Meets or higher in Mathematics; 64% of 4th-grade students scored Meets or higher in Reading and 52% scored Meets or higher in Mathematics; 71% of 5th-grade students scored Meets or higher in Reading,	Tier 1 instruction and intervention/enrichment systems require refinement to provide consistent, targeted, data-driven instruction that addresses identified student needs and improves academic achievement.
4 ★	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

★ = Priority

Perceptions

Summary

According to the 2025-2026 Employee Engagement Survey Data, teachers expressed that they were not given the resources needed to complete the functions of their job. They also expressed concern regarding the school being clean and maintained. Teachers also expressed that Tierra Del Sol is safe and staff members are treated well

Parents expressed that they need better communication regarding the roles that are staff members serve. They also stated that they would like more recognition of student success on a regular basis.

There were numerous comments made that the administration and teachers are easy to talk to.

Strengths

Professional Learning Teams create a forum for teachers to reflect on their teaching practices and grow as educators. We will continue to refine our PLT systems ensuring we are focused in our instruction.

We have an A rated campus and our teachers continue to teach at a high level.

Family Engagement to include: Veteran's Day program, Grandparent's Day Dance, Fall Festival, Posadas, Mother-Son Dance, Father-Daughter Dance, Wellness Walks, Kite Day, Holiday Programs, and Easter Egg Hunt are done every year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	PARENT COMMUNICATION & ENGAGEMENT: 22.8% of parents felt that their child was not valued at school. Parents also expressed concerns about not regularly receiving information and materials to support their child at home, and about not knowing which school personnel to contact when questions arise.	Tierra Del Sol lacks a consistent campus-wide communication system for sharing student celebrations and recognition, providing families with instructional resources, and identifying key campus personnel available to assist parents.
2 ★	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
2 ★	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

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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

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment 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] **Special education/non-special education population including discipline, progress and participation data**
- [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] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**

- [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 ☑ Targeted Support Strategy

Utilize SEE tutors to provide additional interventions with the use of targeted small group instruction.

Strategy's Expected Result/Impact: Tutors are able to make targeted instructional adjustments, collaboration, and solutions that result in increased student outcomes.

Staff Responsible for Monitoring: Administration, Instructional coaches

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Title I, Part A, $34,647

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2 ☑ Targeted Support Strategy

The campus will integrate learning softward and related instructional materials during Tier 1 and Tier 2 instruction, embedded tutorial time and Tiered intervent to support mastery of SE's.

Strategy's Expected Result/Impact: STAAR Growth,

Staff Responsible for Monitoring: Administrators

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

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1 ☑ Targeted Support Strategy

Implement daily targeted, small group early literacy interventions for Pre-K students focused on phonological awareness, and vocabulary development and mathematical foundations.

Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaboration and sustainable solutions that results in increased student outcomes.

Staff Responsible for Monitoring: Administrators, Pre-K Teachers, Instructional Coaches, and SEE Tutors

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Funding Sources: PK Phonemic Awareness Curriculum Title I, Part A, $101

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Teachers will utilize Summit K12 Connect to Literacy/ELD to provide targeted supplemental

instruction and practice for Emergent Bilingual students in listening, speaking, reading, and writing based on individual student needs.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased English language proficiency and academic language development, resulting in improved student achievement and progress toward language proficiency goals.

Staff Responsible for Monitoring: Administrators, teachers, and instructional coaches.

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

Funding Sources: Title I, Part A, $504

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 4 ☑ High Priority

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Evaluation Data Source: Circle/Mclass

Strategy 1

Teachers will use action planning based on data, individually, and in PLT's to analyze student work, and identify the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.

Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaboration, and sustainable solutions that results in increased student outcomes.

Staff Responsible for Monitoring: Administrators, teachers, instructional coaches.

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

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Teachers will utilize Lone Star Math as a supplemental instructional resource to provide targeted math instruction and practice in number sense, operations, and grade-level math concepts based on student needs and assessment data.

Strategy's Expected Result/Impact: Students will demonstrate increased math proficiency and growth, resulting in improved performance on i-Ready assessments and progress toward grade-level readiness.

Staff Responsible for Monitoring: Administrators, teachers, and instructional coaches.

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Title I, Part A, $800

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.
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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Implement quality Tier 1 instruction to increase student engagement that is differentiated to address the learnin needs of all students, particularly those from our special populations.

Strategy's Expected Result/Impact: The number of students requiring Tier II support will decline by 10%.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 6 ☑ High Priority

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

Evaluation Data Source: STAAR

Strategy 1

Gifted and Talented Services

Strategy's Expected Result/Impact: GT-identified students will receive differentiated and accelerated instruction aligned with the GT program to promote academic growth, critical thinking, and advanced learning opportunities. Students will also have opportunities to participate in academic competitions and enrichment activities, as appropriate.

Staff Responsible for Monitoring: Admin, GT Teacher, Classroom Teacher(s)

Funding Sources: Technology/equipment and online services; instructional materials and supplies including but not limited to Maker Space, art, and reading; enrichment camps; travel, competitions, and educational field trips (in-person and virtual) Gifted and Talented, $2,861

Formative Reviews

November	March	May

Strategy 2

Implement Lowman Education RLA Daily Warm-Ups in grades 3-5 to reinforce TEKS-aligned reading skills and support Tier 1 instruction.

Strategy's Expected Result/Impact: Increase student mastery of grade-level RLA skills and improve performance on classroom assessments and STAAR.

Staff Responsible for Monitoring: Admin, Instructional Coaches, and 3rd-5th Grade RLA Teachers

Funding Sources: Lowman Education RLA Daily Warm-Ups for Grades 3-5 Title I, Part A, $2,250

Formative Reviews

November	March	May

Strategy 3

Recognize and celebrate students who demonstrate achievement on the Math and Reading STAAR

Strategy's Expected Result/Impact: Increase student motivation, pride, and recognition of academic achievement while encouraging students to meet or exceed STAAR performance expectations.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Title I, Part A, $365.59

Formative Reviews

November	March	May

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 7 ☑ High Priority

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

Evaluation Data Source: STAAR

Strategy 1

Implement Progress Learning for 5th Grade Science to provide TEKS-aligned instructional support, targeted practice, and assessment opportunities. Teachers will use the program to identify learning gaps, provide differentiated intervention and enrichment, and monitor student progress toward mastery of grade-level Science TEKS and STAAR readiness.

Strategy's Expected Result/Impact: Increase student mastery of 5th Grade Science TEKS and improve the percentage of students achieving Meets Grade Level or above on the STAAR Science assessment.

Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Progress Learning 5th Grade Science TEKS Title I, Part A, $750

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 8

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Develop ,plan and implement focused tutorials and/or intervention times.

Strategy's Expected Result/Impact: Tutorial plans, common assessment results, progress monitoring logs of specific SE's taught. Thus resulting in Growth on STAAR.

Staff Responsible for Monitoring: Administrators, Instructional Coaches.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 9 ☑ High Priority

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

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Develop ,plan and implement focused tutorials and/or intervention times.

Strategy's Expected Result/Impact: Tutorial plans, common assessment results, progress monitoring logs of specific SE's taught. Thus resulting in growth on STARR

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 9 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 10

Increase the percentage of 4th-grade students demonstrating academic growth in Reading as measured by state assessments.

Evaluation Data Source: STAAR

Strategy 1

Implement a reading intervention program where students receive targeted instruction based on their individual needs. This could be done during a designated intervention time or during reading centers.

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Formative Reviews

November	March	May

Strategy 2

Provide professional development for teachers on differentiated instruction strategies to better address diverse learning needs in the classroom.

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Formative Reviews

November	March	May

Performance Objective 10 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 10 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 11 ☑ High Priority

Increase the percentage of 5th-grade students demonstrating academic growth in Reading as measured by state assessments.

Evaluation Data Source: STAAR

Strategy 1

Incorporate technology-based reading programs that adapt to individual student reading levels and provide immediate feedback.

Strategy's Expected Result/Impact: Increase performance on State Assessments

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Formative Reviews

November	March	May

Performance Objective 11 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 11 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 12 ☑ High Priority

By 05/2027, increase the percentage of 5th-grade students demonstrating academic growth in Mathematics f as measured by state assessments.

Evaluation Data Source: STAAR

Strategy 1

Implement a math intervention program where students receive targeted instruction based on their individual needs. This could be done during a designated intervention time or during math centers.

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4

Formative Reviews

November	March	May

Performance Objective 12 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

Performance Objective 12 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Grades 4-5 STAAR Academic Growth: 2026 STAAR growth data indicates a need to improve student academic growth, with 22% of 4th-grade students not demonstrating growth in Reading and 29% of 5th-grade students not demonstrating growth in Reading and Mathematics.	Tier 1 targeted instruction and intervention systems require refinement to address individual student needs and increase academic growth.

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

A needs assessment will be sent to employees to get feedback to gather data on areas of concern or support.

Strategy's Expected Result/Impact: Faculty will be part of the decision making team that impacts our campus.

Staff Responsible for Monitoring: Administration.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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

Tierra Del Sol will host School-Parent Meetings at times convenient for parents to attend.

Strategy's Expected Result/Impact: Increase in family engagement.

Staff Responsible for Monitoring: admin

ESF Levers: Lever 3: Integrated Student Support Systems

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

Tierra Del Sol will host dedicated family - community events to include, Wellness Walks, Veteran's Day Programs, Academic Nights, Las Posadas, Holiday Programs, Grandparent's Dance, Kite Day, TELPAS Night, and Talent Shows.

Strategy's Expected Result/Impact: Increase in Family Engagement.

Staff Responsible for Monitoring: Admin

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

Provide opportunities for student involvement

Strategy's Expected Result/Impact: Students will have a sense of belonging, thus school attendance will improve.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 5 ☑ High Priority

By 05/2027, increase the percentage of faculty who feel adequately supported with resources needed to achieve their work objectives from 15.72% to 16%.

Evaluation Data Source: NEEDS ASSESSMENT/ STAFF SURVEY

Strategy 1

Conduct a comprehensive campus-level needs assessment by MM/YYYY to identify specific resource and support needs of faculty.

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

Formative Reviews

November	March	May

Strategy 2

Implement a feedback loop where faculty can regularly provide input on resource effectiveness and additional needs through surveys or focus groups.

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

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Goal 3 Our Investment

Performance Objective 1 ☑ High Priority

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Tierra Del Sol will exericise fiscal responsibilty with funds to provide all materials necessary to ensure quality Tier 1 instruction.

Strategy's Expected Result/Impact: Increased Academic Achievement

Staff Responsible for Monitoring: Administration

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

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

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

Ensure that District's policies regarding cash handling and other financial matters are implemented and followed.

Strategy's Expected Result/Impact: No findings

Staff Responsible for Monitoring: Secretary, prinicpal

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

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 3

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

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Safety will be maintained with updated Crisis bags, folders, and supplies.

Strategy's Expected Result/Impact: Audit Sheet/logs

Staff Responsible for Monitoring: Assistant Principal

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

Formative Reviews

November	March	May

Strategy 2

The District will conduct Safety Drills throughout the year to ensure emergency preparedness.

Strategy's Expected Result/Impact: Campus Safety

Staff Responsible for Monitoring: Administration

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

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FACULTY SUPPORT & RESOURCES: Only 15.72% of faculty reported feeling adequately supported with the resources needed to achieve their work objectives.	A campus-level needs assessment has not been consistently implemented to identify and address staff needs related to resources, instructional support, and professional learning.

State Compensatory Education

State Compensatory

Budget for Tierra Del Sol Elementary School

Total SCE Funds: $242,531.00

Total FTEs Funded by SCE: 3

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

For the 2026-2027 academic year, Tierra Del Sol Elementary will conduct three meetings with the Campus Education Improvement Committee (CEIC) to facilitate a comprehensive Needs Assessment. During these sessions, stakeholders will systematically analyze the results and outcomes of the 2025-2026 Comprehensive Needs Assessment (CNA) to identify performance trends, evaluate current programs, and collaboratively determine strategies to address areas of concern.

1.2 Location for Evidence of Multiple Meetings Held

Stakeholder meetings are scheduled for October 19, 2026, February 18, 2027, and May 3, 2027. All supporting documentation, including meeting agendas, minutes, and sign-in sheets, will be uploaded to Title1Crate as they become available throughout the academic 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)

Implementation of the Campus Improvement Plan will be monitored regularly, formatively, evaluated after October 31, February 28, and May 15th. A summative evaluation will be conducted in June.

2.2 Stakeholders 1114(b)(2)

Staff, families , and community members are included in the plan development process through representative participation in the C.E.I.C. Committee throughout the year,

Feedback is actively solicited through:

- Meetings, annual Title 1 Campus meetings, Parent Advisory Committe for the District are part of the decision making team.
- Surveys: Annual District Parent Engagement Data is reviewed and if changes are necessary, they will be put in place.
- Open Review: Plans are available for all stakeholders to view.

Documentation Location:

All Stakeholder lists, meeting agendas, sign-in sheets (with names and roles), and meeting minutes are housed and uploaded in Title1Crate.

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

Tierra Del Sol Elementary School ensures the Campus Improvement Plan is accessible to the district, parents, and the broader community by publishing it on the official school website. To promote inclusivity and transparency, the document is available in both English and Spanish to ensure the information is presented in an understandable format and language for all stakeholders.

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

Tierra Del Sol Elementary School develops and coordinates its Campus Improvement Plan in alignment with Federal, State, and local programs. The plan integrates resources across Title I, Title II, Title III, Special Education, and local district funding to support academic achievement, social-emotional learning, and community engagement. Additionally, the school collaborates with local community partners, nutrition and health services, and district support programs to provide comprehensive services that support the needs of all students and families.

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

Title I statutory requirements are embedded directly within the campus strategies above, focusing on targeted academic intervention and family engagement.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The effectiveness of all programs will be evaluated through formal formative reviews scheduled throughout the 2026-2027 school year, culminating in a comprehensive summative evaluation. This process involves the analysis of state assessment results, local performance data, and stakeholder perception surveys to determine program impact. All supporting documentation—including meeting agendas, minutes, sign-in sheets, and data reports—is maintained and will be uploaded to Title1Crate. These findings are used to guide ongoing strategy adjustments and will inform the Comprehensive Needs Assessment (CNA) process for the following academic year.