Ysleta Independent School District



Vista Hills Elementary School

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:18 PM

Mission Statement

The mission of Vista Hills Elementary is to partner with students, families, and our community to provide high-quality, engaging learning experiences in a safe and supportive environment. Through high expectations, strong relationships, and purposeful instruction, we empower every Crusader to grow, achieve, and shine brighter.

Vision

At Vista Hills Elementary, we empower every Crusader to shine brighter through high expectations, equitable opportunities, and meaningful learning experiences that prepare students to succeed in school and beyond.

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Comprehensive Needs Assessment

Demographics

Summary

Vista Hills Elementary serves a diverse population of students in Pre-K through fifth grade. Our student population includes students identified as economically disadvantaged, Emergent Bilingual, at-risk, Special Education, Section 504, Dyslexia, Gifted and Talented, and military-connected.

Our campus uses demographic data along with student achievement, growth, attendance, and behavioral data to identify needs and guide instructional decisions. Through PLTs, progress monitoring, targeted interventions, and enrichment opportunities, we work to ensure that all students receive high-quality instruction and the support needed to be successful.

Vista Hills remains committed to maintaining high expectations for all students, strengthening family partnerships, and continuously monitoring student outcomes to address gaps and support continued academic growth.

Strengths

Vista Hills serves a diverse student population and continues to demonstrate strong academic outcomes across student groups. While serving a high percentage of economically disadvantaged students, our campus continues to maintain high expectations and strong student performance. Emergent Bilingual and Special Education students have access to targeted instructional supports, interventions, and progress monitoring based on individual student needs. Our campus demonstrates strength in supporting student groups and closing achievement gaps through intentional PLTs, data analysis, small-group instruction, and targeted interventions. Strong attendance continues to be a campus strength, supporting consistent access to instruction and student learning. Vista Hills maintains a strong culture of family involvement and communication, helping the campus respond to the academic, social, and emotional needs of its students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	While Vista Hills Elementary continues to demonstrate strong overall academic performance, achievement gaps remain among specific student groups, particularly students receiving Special Education services, Emergent Bilingual students, and economically disadvantaged students. Continued monitoring and targeted support are needed to ensure consistent growth and high levels of achievement across all s	Student groups have varying academic and instructional needs that require consistent differentiation, targeted small-group instruction, progress monitoring, and timely intervention. Continued refinement of these practices is needed to ensure supports are responsive to individual student needs.

★ = Priority

Student Learning

Summary

Vista Hills Elementary continues to demonstrate strong academic performance and student growth. State and local assessment data indicate that the majority of students are meeting or exceeding grade-level expectations, with continued strengths in Reading, Math, and Science.

STAAR, district assessments, universal screeners, and classroom data are regularly analyzed through PLTs to monitor progress and identify students needing additional support or enrichment. Teachers use this data to adjust Tier I instruction, provide targeted small-group instruction, and monitor interventions.

While overall achievement remains strong, continued attention is needed to ensure consistent growth among all student groups, particularly students receiving Special Education services and Emergent Bilingual students. Early literacy and numeracy data are also closely monitored in primary grades to ensure students develop the foundational skills necessary for continued academic success.

Vista Hills will continue to focus on rigorous Tier I instruction, intentional intervention and enrichment, and frequent progress monitoring to maintain high levels of achievement while addressing individual student needs.

Strengths

Vista Hills Elementary continues to demonstrate strong academic achievement and student growth. The campus earned an A accountability rating and all six eligible TEA Distinction Designations, reflecting high levels of performance across content areas and student groups. STAAR and local assessment data demonstrate strong overall achievement, while PLTs provide a consistent structure for analyzing data, identifying student needs, and adjusting instruction. Teachers utilize district assessments, universal screeners, classroom data, and progress-monitoring data to provide targeted small-group instruction, intervention, and enrichment. Strong Tier I instruction, high expectations, and intentional monitoring of early literacy and numeracy continue to support student success across grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Vista Hills demonstrates strong overall academic performance, achievement and growth are not yet consistent across all student groups and performance levels. Continued focus is needed to increase the number of students reaching higher levels of mastery while accelerating growth for students who require extra support, particularly students receiving Special Education and Emergent Bilingual services	Continued refinement of differentiation, targeted small-group instruction, progress monitoring, and timely intervention and enrichment is needed to ensure that every student demonstrates appropriate growth and reaches his or her highest level of achievement.

★ = Priority

School Processes & Programs

Summary

Vista Hills Elementary has established programs and processes that support high-quality instruction, student achievement, and a positive campus culture. Teachers collaborate through PLTs to plan instruction, analyze student data, monitor progress, and determine appropriate intervention and enrichment. District curriculum, instructional resources, and assessment data are used to guide Tier I instruction and ensure alignment to grade-level standards.

Professional development, instructional coaching, walkthroughs, observations, and timely feedback support continuous improvement in teaching and learning. Campus leadership uses multiple sources of data to guide decisions, establish priorities, and allocate resources based on student and staff needs.

Students have access to academic interventions, Special Education, Emergent Bilingual, Dyslexia, Gifted and Talented, counseling, technology, and other support services based on individual needs. Technology is integrated into instruction to enhance learning, provide differentiated practice, and support student engagement.

Consistent communication with staff and families, along with opportunities for parent involvement, student recognition, extracurricular activities, and campus events, strengthens the partnership between school and home. Campus schedules, staffing, and resources are intentionally organized to maximize instructional time and provide students with the academic and social-emotional support necessary for success.

Strengths

A key strength at Vista Hills is a strong culture of collaboration, high expectations, and shared responsibility for student success. Staff members are responsive to student needs and work together to make timely adjustments when students need additional support. Campus leadership maintains a strong instructional focus through frequent classroom presence, feedback, and ongoing conversations about teaching and learning. Another strength is the campus's ability to use student data to identify needs and respond quickly through intervention, enrichment, and additional support. Strong communication and relationships with families also contribute to a positive school culture and continued student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While strong systems and overall academic success, there is an opportunity to strengthen consistency in how instructional expectations and campus processes are carried out across classrooms and grade levels.	Effective instructional practices are in place; however, continued alignment, collaboration, coaching, and feedback are needed to ensure these practices are consistently implemented and responsive to student needs across all classrooms.

★ = Priority

Perceptions

Summary

Vista Hills Elementary maintains a positive school culture centered on high expectations, student success, safety, and strong relationships. Feedback from staff, students, and families is used to identify areas of strength and opportunities for improvement. The campus provides opportunities for families to engage through school events, parent conferences, campus activities, and ongoing communication.

Communication with families is maintained through ClassDojo, newsletters, campus announcements, phone calls, and individual teacher communication. Staff communication occurs through weekly newsletter, regular meetings, PLTs, email updates, and opportunities for collaboration and feedback. Campus leadership maintains an open-door approach and encourages staff and families to communicate questions, concerns, and ideas.

Vista Hills also recognizes and celebrates students and staff throughout the year, helping build a strong sense of belonging and school pride. Partnerships with families, community organizations, and the Hanks learning community further support student achievement and the overall school experience.

Strengths

Vista Hills has a strong sense of school pride, belonging, and shared responsibility for student success. Positive relationships among students, staff, families, and campus leadership contribute to a welcoming and supportive school environment. Families are provided frequent opportunities to participate in campus events and stay connected to their child's education. The campus also prioritizes recognition and celebration of student and staff accomplishments, reinforcing a positive culture and high expectations. Open communication and responsiveness to family and staff concerns continue to strengthen trust and partnerships within the school community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although Vista Hills maintains strong communication and positive relationships with families, staff, and students, there is an opportunity to expand stakeholder voice and engagement to further support continuous campus improvement.	As the needs of our school community continue to evolve, additional opportunities for families, staff, and students to share their perspectives will help strengthen engagement and inform campus decisions.

★ = 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] **Campus goals**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR 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] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure 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

Campus administration and the leadership team will establish and implement systems to monitor student progress toward grade-level proficiency and mastery in Reading Language Arts, Mathematics, and Science by analyzing Amira, i-Ready Reading, i-Ready Math, mCLASS, district checkpoints, and interim assessment data to ensure timely instructional adjustments and continuous student growth.

Strategy's Expected Result/Impact: Increased percentage of students achieving Meets and Masters Grade Level on STAAR Reading Language Arts, Mathematics, and Science assessments.

Increased student growth as measured by Amira, i-Ready Reading, i-Ready Mathematics, mCLASS, district checkpoints, and interim assessments.

Improved effectiveness of Tier 1 instruction through data-driven instructional planning, targeted interventions, and the strategic use of instructional resources, including SEE Teacher intervention time, district print shop consumables, Scholastic instructional program, STAAR Master resource, and general classroom instructional supplies.

Increased student mastery of grade-level TEKS through timely interventions and access to high-quality instructional materials.

Increased overall campus accountability performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Reading Language Arts Instructional Coach
Math/Science Instructional Coach
Grade-Level PLT Leaders
Classroom Teachers

Funding Sources: General Supplies Title I, Part A, $3,000, Scholastic Title I, Part A, $2,753.77, STAAR Master Title I, Part A, $1,772, SEE Teachers - 2 part time certified teachers Title I, Part A, $30,000, iReady Reading Program Title I, Part A, $2,062, Print Shop Title I, Part A, $13,000, Reflex Math Title I, Part A, $2,965.5

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	May

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

Campus administration and the leadership team will implement a comprehensive early childhood program that includes high-quality Tier 1 instruction, intentional language and literacy development, hands-on mathematics instruction, targeted interventions, and ongoing progress monitoring through CIRCLE assessments and classroom formative data to ensure Pre-K students demonstrate kindergarten readiness in reading and mathematics.

Strategy's Expected Result/Impact: Increased percentage of Pre-K students achieving kindergarten readiness as measured by the End-of-Year CIRCLE composite score.

Increased student growth in early literacy, oral language, phonological awareness, and early mathematics skills.

Timely identification and intervention for students requiring additional instructional support.

Strengthened instructional practices through ongoing data analysis, coaching, and PLC collaboration.

Increased family engagement in supporting early literacy and numeracy development at home.

Staff Responsible for Monitoring: Principal
Assistant Principal
RLA Instructional Coach
Math/Science Instructional Coach
Pre-K Teacher and Instructional Aide
Leadership Team
Interventionist

Formative Reviews

November	March	May

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

Campus administration and the leadership team will implement a comprehensive early literacy system that includes high-quality Tier 1 reading instruction, targeted small-group interventions, and ongoing progress monitoring through Amira, mCLASS, classroom formative assessments, and PLC data meetings to ensure Kindergarten through 2nd grade students achieve Level 4 or higher on the End-of-Year Amira assessment.

Strategy's Expected Result/Impact: Increased percentage of Kindergarten through 2nd grade students achieving Level 4 or higher on the End-of-Year Amira assessment.

Increased early literacy skills in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Timely identification of students needing intervention and implementation of targeted instructional supports.

Strengthened Tier 1 instruction through ongoing data analysis and collaborative PLC planning. Increased student growth as measured by BOY, MOY, and EOY Amira and mCLASS assessments.

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Language Arts Instructional Coach
Kindergarten, 1st Grade, and 2nd Grade Teachers
Interventionists
Leadership Team
PLT Leads

Formative Reviews

November	March	May

Performance Objective 4

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.

Strategy 1

Campus administration and the leadership team will implement a comprehensive math program that includes high-quality Tier 1 instruction, targeted small-group interventions, and ongoing progress monitoring through classroom observations, formative assessments, and PLC data meetings to ensure Kindergarten through 2nd grade students achieve Level 4 or higher on the End-of-Year Math assessment.

Strategy's Expected Result/Impact: Increased percentage of Kindergarten through 2nd grade students achieving Level 4 or higher on the End-of-Year Math assessment.

Increased student growth in foundational mathematics skills as measured by BOY, MOY, and EOY Math data.

Timely identification of students requiring intervention and implementation of targeted instructional supports.

Strengthened Tier 1 mathematics instruction through collaborative PLC planning and ongoing data analysis.

Increased student confidence and proficiency in grade-level mathematics concepts.

Staff Responsible for Monitoring: Principal
Assistant Principal
Math/Science Instructional Coach
Kindergarten, 1st Grade, and 2nd Grade Teachers
Interventionist
Leadership Team
PLC Cadre

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Campus administration and the leadership team will implement a comprehensive instructional program that includes high-quality Tier 1 reading and mathematics instruction, balanced literacy, guided mathematics, targeted small-group instruction, interactive student notebooks (ISNs), word study, problem-solving strategies, and ongoing progress monitoring through district assessments, PLC data meetings, and multiple instructional resources to increase the percentage of 3rd grade students achieving Meets Grade Level on the STAAR Reading and Mathematics assessments.

Strategy's Expected Result/Impact: Increased percentage of 3rd grade students achieving Meets Grade Level on STAAR Reading and Mathematics.

Increased student mastery of grade-level TEKS through rigorous Tier 1 instruction.

Improved student growth as measured by district checkpoints, interim assessments, i-Ready, and classroom formative assessments.

Timely instructional adjustments based on ongoing PLC data analysis and targeted interventions.

Increased student engagement and academic confidence.

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Language Arts Instructional Coach
Math/Science Instructional Coach
3rd Grade Teachers
Leadership Team
PLT Leads

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Campus administration and the leadership team will implement a comprehensive system of targeted interventions, enrichment opportunities, and data-driven instructional support during the school day. Student performance data will be used to identify learning gaps, monitor progress, and provide timely, differentiated interventions, including targeted mathematics intervention and focused Reading Language Arts support, to ensure students demonstrate academic growth on STAAR assessments.

Strategy's Expected Result/Impact: Increased percentage of students demonstrating academic growth on STAAR.

Timely identification and intervention for students based on formative and summative assessment data.

Increased effectiveness of Tier 1 instruction through targeted intervention and enrichment.

Improved student growth as measured by district checkpoints, interim assessments, and STAAR progress data.

Increased student confidence and mastery of grade-level TEKS.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Reading Language Arts Instructional Coach
Math/Science Instructional Coach
Classroom Teachers
Interventionist
PLT Leads

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Campus administration and the leadership team will implement a comprehensive system of high-quality Tier 1 instruction, targeted intervention, and ongoing progress monitoring through instructional coaching, PLCs, collaborative planning, small-group instruction, push-in and pull-out support, and data analysis using the District Student Profile Tracker to ensure differentiated instruction addresses student learning gaps and increases the percentage of students achieving Meets Grade Level on STAAR assessments.

Strategy's Expected Result/Impact: Increased percentage of students achieving Meets Grade Level on STAAR assessments.

Increased mastery of grade-level TEKS through rigorous Tier 1 instruction and targeted interventions.

Improved student growth as measured by district checkpoints, interim assessments, and classroom formative assessments.

Increased teacher use of data to plan differentiated instruction and interventions.

Increased student ownership of learning through goal setting and progress monitoring using the District Student Profile Tracker.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Reading Language Arts Instructional Coach
Math/Science Instructional Coach
Classroom Teachers
Interventionist
PLT Leads

Formative Reviews

November	March	May

Performance Objective 8

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

Strategy 1

Campus administration and instructional staff will implement targeted language development and academic interventions through Summit K-12 to accelerate the achievement of Emergent

Bilingual students, using STAAR, TELPAS, classroom assessments, and progress-monitoring data to ensure students meet grade-level expectations.

Strategy's Expected Result/Impact: Increased percentage of Emergent Bilingual students achieving Meets Grade Level on STAAR.
Increased English language proficiency as measured by TELPAS.
Accelerated academic growth through targeted language development and interventions.
Increased student participation and progress in Summit K-12.

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Language Arts Instructional Coach
Bilingual/ESL Teachers
Classroom Teachers
Leadership Team

Formative Reviews

November	March	May

Performance Objective 9

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

Strategy 1

Campus administration and the leadership team will implement a comprehensive system to monitor and respond to the academic progress of students receiving special education services through ongoing analysis of Amira, district checkpoints, interim assessments, and classroom formative data. Teachers will provide high-quality Tier 1 instruction that incorporates balanced literacy, interactive student notebooks (ISNs), word study, targeted small-group instruction, differentiated instructional strategies, and appropriate accommodations to address individual student needs and increase the percentage of students achieving Meets Grade Level on STAAR assessments.

Strategy's Expected Result/Impact: Increased percentage of students receiving special education services achieving Meets Grade Level on STAAR assessments.

Increased mastery of grade-level TEKS through rigorous Tier 1 instruction, accommodations, and targeted interventions.

Improved use of assessment data to identify learning gaps and adjust instruction.

Increased collaboration among general education teachers, special education teachers, instructional coaches, and campus leadership.

Increased student growth as measured by Amira, district checkpoints, interim assessments, and STAAR performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Special Education Teachers
Reading Language Arts Instructional Coach
Math/Science Instructional Coach
Classroom Teachers
Interventionist
Diagnostician

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 administration and the leadership team will cultivate a positive, collaborative, and supportive work environment by promoting open communication, recognizing staff accomplishments, providing meaningful professional learning opportunities, fostering shared decision-making, and responding to employee feedback to improve staff engagement, morale, and overall job satisfaction.

Strategy's Expected Result/Impact: Employee Engagement Survey overall satisfaction score of 4.0 or higher.
Increased staff morale, engagement, and collaboration.
Increased opportunities for staff voice through regular feedback and shared decision-making.
Increased staff recognition and celebration of accomplishments.
Improved staff retention and a positive campus culture that supports student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Campus Educational Improvement Committee
Grade-Level Leaders
All 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 administration and staff will strengthen family engagement by fostering positive relationships, maintaining consistent two-way communication, providing meaningful opportunities for parent involvement, responding promptly to parent concerns, and creating a

welcoming school environment that supports student success.

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

Increased family engagement and participation in campus events and activities.

Improved communication between home and school through multiple communication platforms.

Timely resolution of parent questions and concerns.

Strengthened partnerships between families and the school to support student achievement and well-being.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Counselor
Classroom Teachers
Office 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

Campus administration and staff will develop and implement a comprehensive family and community engagement plan that provides meaningful opportunities for parents and community members to participate in school events, academic workshops, volunteer activities, and campus decision-making while promoting strong home-school partnerships that support student achievement.

Strategy's Expected Result/Impact: Host at least one parent meeting or family engagement activity each nine weeks.

Increased parent, family, and community participation in campus events and activities.

Strengthened communication and collaboration between the school, families, and community partners.

Increased parent knowledge of instructional programs and strategies to support learning at home.

Enhanced partnerships that contribute to improved student achievement and overall school success.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Counselor
Teachers

Funding Sources: Supplies and Materials needed for Parental Engagement Title I, Part A, $2,854

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 and staff will increase student participation in extracurricular opportunities by expanding access to academic, athletic, fine arts, leadership, and service-based activities; promoting student involvement through intentional outreach to students and families; and regularly monitoring participation data to ensure equitable access and increased student engagement.

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

Increased student engagement, leadership, and school connectedness.

Expanded access to a variety of extracurricular opportunities that address diverse student interests and talents.

Increased participation among historically underrepresented student groups.

Improved student attendance, school climate, and overall student success through increased involvement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Leadership Team
Counselor
Club Sponsors
Athletic/PE Staff
Fine Arts Teachers
Classroom 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 administration will regularly monitor the campus budget and expenditures to ensure spending remains within allocated funds and resources are prioritized based on identified campus and student needs.

Strategy's Expected Result/Impact: Campus expenditures will remain at or below the allocated budget while ensuring resources are effectively aligned to campus and student needs.

Staff Responsible for Monitoring: Principal and Campus Secretary

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 administration will ensure financial procedures, cash handling, inventory, and compliance requirements are followed consistently through ongoing monitoring and review of campus financial practices.

Strategy's Expected Result/Impact: The campus will maintain accurate financial records and compliance with district procedures, resulting in no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus.

Staff Responsible for Monitoring: Principal and Campus Secretary

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 administration will maintain and monitor a schedule of required safety drills and exercises and routinely review safety procedures to ensure compliance with district and Texas School Safety Center requirements.

Strategy's Expected Result/Impact: The campus will complete 100% of required drills and exercises and maintain full compliance with safety requirements, with no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Safety Team

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Vista Hills Elementary School

Total SCE Funds: $242,740.00

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

Vista Hills Elementary is conducting its Comprehensive Needs Assessment (CNA) during the 2026–2027 school year as an ongoing, collaborative process. The CNA committee includes campus administration, teachers, instructional support staff, a district representative, parents, and community representatives selected to provide diverse perspectives across the school community. The committee meets throughout the year to review progress, analyze current data, and identify areas for continued improvement. Data is selected based on relevance to current campus needs and includes STAAR data, district and campus assessments, attendance and discipline data, student group performance, program data, surveys, stakeholder feedback, and instructional data. Findings are used to identify strengths, problem statements, and root causes and to guide the development and ongoing monitoring of the 2026–2027 Campus Improvement Plan.

Meeting dates:

Monday, August 24, 2026

Thursday, September 24, 2026

Monday, February 15, 2027

Monday, May 3, 2027

1.2 Location for Evidence of Multiple Meetings Held

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)

The 2026–2027 Campus Improvement Plan was developed through an ongoing process of data review, stakeholder input, and identification of campus priorities. The plan is reviewed and updated throughout the school year based on student progress and campus needs. Evidence of meetings is maintained in the campus CIP documentation, including agendas, sign-in sheets and meeting notes.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the development of the CIP through committee meetings, data review, discussion, and opportunities to provide feedback on campus needs and priorities. Stakeholder input is used to guide the development and refinement of the plan. A list of stakeholders, including names and roles, meeting agendas, and sign-in sheets, is maintained in the campus CIP documentation.

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

Evidence is located in the formative and summative evaluations and in the minutes of CEIC meetings.