Ysleta Independent School District

Glen Cove 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, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

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Mission Statement

Glen Cove's Mission is to create a learner-centered environment to ensure all students are learning the Texas Essential Knowledge and Skills, as well as, fostering a caring and safe environment in which every child is respected and is given the opportunity to develop character, attitudes, and values necessary to becoming productive and responsible members of society. The Glen Cove community will analyze and evaluate student progress through on-going assessments and will collaborate to provide research-based, best practices to ensure continuous student progress.

Vision

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

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Comprehensive Needs Assessment

Demographics

Summary

As one of the 52 campuses within the Ysleta Independent School District, Glen Cove has been a cornerstone of the community since its establishment in 1978. We are dedicated to serving a diverse student body, predominantly from low to mid socioeconomic backgrounds, and currently cater to 486 students from early education (EE) through fifth grade. This marks a notable decrease from six years ago when we served 700 students, reflecting demographic shifts within our community.

Our student population is richly diverse, with 1.70% identifying as African-American, 3.56% as Anglo, 0.46% as Asian, and a significant 93.81% as Hispanic. The gender distribution is fairly balanced, with 51.39% male and 48.61% female students. A substantial 78.79% of our students come from low socioeconomic backgrounds, which underscores the importance of providing equitable educational opportunities. Our dedicated staff mirrors this diversity, with 91.00% identifying as Hispanic, 7.00% as Anglo, and 1.00% as Asian, while maintaining a predominantly female workforce at 89.00%.

We are proud of our students' commitment to their education, as evidenced by an impressive average daily attendance rate of 97%. Our school supports 114 English Language Learner students, ensuring they receive the necessary resources to thrive academically. Additionally, we nurture the talents of 26 students in our Gifted and Talented program, with a gender distribution of 1.08% male and 2.94% female. We also provide 504 services to 26 students, and our special education services support 148 students. Our commitment to inclusivity and support for all students is unwavering, as we strive to meet the diverse needs of our school community.

Strengths

- **High Daily Student Attendance:** Glen Cove Elementary maintains an impressive average daily attendance rate of 97%, demonstrating strong student engagement, parent commitment, and a positive school climate.
- **Diverse & Culturally Representative Community:** The campus serves a rich, diverse student population (93.81% Hispanic, 3.56% Anglo, 1.70% African-American, and 0.46% Asian) supported by a faculty and staff that closely mirror this diversity (91.00% Hispanic), fostering a culturally responsive learning environment.
- **Robust & Inclusive Student Support Services:** The campus actively supports diverse learning needs through targeted programs, including 114 Emergent Bilingual/English Language Learners (23.5%), 148 Special Education students (30.4%), 26 Gifted and Talented students, and 26 students receiving 504 accommodations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Enrollment has declined significantly by nearly 31% over the past six years (from 700 to 486 students), impacting campus funding allocations and resource distribution across grade levels	Shifting neighborhood demographics, an aging community population within the surrounding residential area, and increased local school choice options have reduced the number of school-aged children entering early education and elementary grades.

★ = Priority

Student Learning

Summary

At our school, we are committed to fostering a culture where continuous learning is paramount, not only for academic growth but also for instilling values that shape our students into compassionate future citizens. We firmly believe that the quality of our students' education is directly linked to the caliber of our teachers. Therefore, we prioritize enhancing our teachers' knowledge and skills annually to ensure we meet the diverse needs of our students effectively.

Our teachers at Glen Cove are leaders in learning, constantly striving to refine effective teaching practices while discarding those that do not yield significant academic benefits for our students. We place our students at the forefront of our mission, ensuring that every decision and strategy is centered around their success. To this end, we employ a variety of instructional strategies, including the Science of Reading, Guided Reading Strategies from Jan Richardson, Heggerty, and our District Balanced Literacy program. In the lower grades, HMH Phonics is used to support Guided Reading, providing a strong foundation in literacy.

In fifth grade, we have adopted a departmentalized approach to better support House Bill 1416 and our Emergent Bilingual (EB) students, who take the STAAR assessment in English. Our physical education program is designed to enrich content areas, both during class and through after-school clubs, promoting a well-rounded educational experience. Additionally, our pre-kindergarten state program is instrumental in enhancing kindergarten readiness, ensuring our youngest learners are well-prepared for their educational journey.

To support teacher growth and learning, we have scheduled Professional Learning Teams (PLTs) on a weekly basis. These sessions provide a platform for teachers to collaborate, share insights, and develop professionally. Furthermore, our Response to Intervention (RTI) meetings are held monthly, allowing us to address and support the individual needs of our students effectively. Through these initiatives, we are dedicated to creating an environment where both students and teachers can thrive.

Strengths

- **Structured Literacy & Early Foundation:** Strong commitment to evidence-based literacy instruction utilizing the Science of Reading framework, Guided Reading strategies, Heggerty Phonemic Awareness, and HMH Phonics in early grades.
- **Early Childhood Readiness:** An impactful state Pre-Kindergarten program that proactively boosts kindergarten readiness and sets up early learners for academic success.
- **Targeted Support & Departmentalization:** Implementation of a 5th-grade departmentalized model specifically designed to satisfy House Bill 1416 requirements and provide structured support for Emergent Bilingual (EB) students taking the English STAAR assessment.
- **Collaborative Professional Culture:** Established weekly Professional Learning Teams (PLTs) for teacher collaboration and data refinement, along with monthly Response to Intervention (RTI) meetings to address individual student needs.
- **Holistic Content Integration:** Enrichment of core academic concepts through physical education classes and after-school clubs.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students, particularly Emergent Bilingual students and those with identified literacy needs, are not consistently achieving grade-level expectations in reading due to gaps in foundational literacy, comprehension, and academic language skills.	Inconsistent alignment and implementation of literacy instruction, academic language supports, and data-driven intervention across grade levels limits the consistency and effectiveness of instructional responses to identified student learning gaps.

★ = Priority

School Processes & Programs

Summary

Glen Cove Elementary operates under a structured, student-centered framework designed to foster academic excellence, collaborative decision-making, and holistic student support.

- **Curriculum & Instruction:** Tier 1 instruction is grounded in TEKS-aligned district scope and sequence frameworks, supported by research-based instructional strategies such as *Talk Read Talk Write* (TRTW) and Lead4ward resources. Teachers utilize differentiated small-group instruction and intersession learning periods to provide targeted acceleration and remediation.
- **Professional Learning Communities (PLCs) & Professional Development:** Grade-level teams meet regularly in PLCs to analyze student assessment data (STAAR, district checkpoints, CLI/mClass, and interim assessments), align instructional practices, and plan interventions. Ongoing professional growth is reinforced through campus instructional coaching and district-led training modules.
- **Leadership & Decision-Making:** Governance and continuous campus improvement are guided by the Campus Education Improvement Committee (CEIC) alongside school administration, ensuring multi-stakeholder representation across staff, parents, community members, and business partners.
- **Communication:** Campus communication is maintained through regular administrative updates, parent notifications, digital communication platforms, social media, and scheduled parent-teacher conferences to ensure transparent engagement with the school community.
- **Support Services & Student Well-Being:** Student health and behavioral support are delivered through guidance lessons, Social-Emotional Learning (SEL) implementation, counselor support, and community resources including the YISD Comprehensive Care Center and Care Solace.
- **Campus Safety & Operations:** Safety protocols are maintained through active campus safety committee meetings, required regular emergency drills, and clear behavioral expectations across all grade levels.
- **Technology Integration:** Technology is integrated into daily instruction using standard student devices and educational software platforms to support 21st-century learning, blended instruction, and data tracking.
- **Co-Curricular & Extracurricular Opportunities:** Students participate in dynamic campus programs such as Red Ribbon Week, health and physical education initiatives, counselor-led activities, and school-wide community engagement events.

Strengths

- **Targeted Instructional Coaching & Professional Growth:** Systematic instructional coaching support and job-embedded professional development empower teachers to effectively implement high-yield research-based strategies, such as *Talk Read Talk Write* (TRTW) and Lead4ward resources.
- **Proactive Multi-Tiered System of Supports (MTSS):** Regular data analysis during PLCs enables early identification of academic gaps, allowing grade levels to seamlessly implement small-group interventions, intersession acceleration, and differentiated instruction.
- **Active Community & Stakeholder Representation:** Strong governance through the Campus Education Improvement Committee (CEIC)—comprising administrators, teachers, parents, community members, and business representatives—ensures shared decision-making and alignment with district priorities.
- **Integrated Health & Comprehensive Student Support:** Strategic access to wraparound services, including the YISD Comprehensive Care Center and Care Solace, ensures students receive essential physical health and mental health resources to support overall well-being and academic success.
- **Effective Multimodal Family Communication:** Consistent parent outreach via digital platforms, campus updates, social

media, and scheduled conferences reinforces transparent, ongoing engagement between the school and families.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	School has established instructional processes and programs to support student achievement, implementation and monitoring are not yet consistently alighed acrooss all grade levels and ad content areas.	Campus-wide instructional systems and expectation have not been consistently implemented, monitored , and reinforced across all grade levels and concent areas.

★ = Priority

Perceptions

Summary

Glen Cove Elementary maintains strong overall stakeholder satisfaction across both employee and parent communities, with overall survey scores exceeding district targets. According to the 2026 Employee Engagement Survey, campus staff rated overall satisfaction at **4.5 out of 5.0** (up from 4.3 previously), highlighting strong administrative leadership, positive campus culture, collaborative grade-level teams, and a safe, clean work environment. Employees noted high job clarity, positive alignment with district goals, and strong mutual support among colleagues.

The 2026 Parent Satisfaction Survey yielded an overall satisfaction score of **4.3 out of 5.0**. Parents praised the dedicated teaching staff, welcoming atmosphere, strong communication, student safety protocols during drop-off/dismissal, and supportive counselor and library services.

However, survey qualitative feedback indicates key growth areas. Staff expressed needs for specialized professional development (such as Science of Reading/phonics training), equitable distribution of duty assignments/equipment (e.g., working radios for all supervision staff), and better sensory/classroom resources for special education units. Parents expressed a need for increased responsiveness, empathy, and proactive administrative communication regarding student emotional well-being, classroom environment compatibility, and behavioral/bullying concerns before they escalate. Additionally, parents requested more evening family events scheduled after 5:00 p.m. and clearer communication on ClassDojo for policy updates.

Strengths

A strong culture of continuous learning exists among administration, teachers, and students to foster academic growth and social responsibility. The faculty operates under the core belief that student success is directly tied to ongoing teacher development, viewing teachers as learning leaders who refine effective practices to maximize academic return. Concurrently, students are empowered with autonomy and confidence to recognize their capacity for high achievement.

- **High Employee Satisfaction & Positive Campus Culture:** Overall staff engagement reached an average score of **4.5 out of 5.0**, with **98.3%** of employees recommending Glen Cove/YISD as a great place to work and praising strong administrative transparency, collaborative grade-level PLCs, and supportive leadership.
- **Safe, Clean, and Welcoming Learning Environment:** **94.8%** of staff and **84.9%** of parents agree that the school environment is safe, clean, well-maintained, and structured, with parents specifically highlighting effective curbside drop-off/dismissal safety protocols.
- **Strong Parent Perception of Instructional Priority & Respect:** **84.9%** of parents feel their family is treated with respect and **84.9%** state that their child's success in learning is a high priority at Glen Cove, citing dedicated classroom teachers and supportive counselors/specialists.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Staff perceptions and qualitative feedback indicate a need for targeted, ongoing professional development in high-leverage instructional strategies	Lack of sustained, job-embedded coaching and specialized training structures to consistently build teacher capacity in differentiated instruction, co-teaching models, and modern literacy/math frameworks across all grade levels.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students, particularly Emergent Bilingual students and those with identified literacy needs, are not consistently achieving grade-level expectations in reading due to gaps in foundational literacy, comprehension, and academic language skills.	Inconsistent alignment and implementation of literacy instruction, academic language supports, and data-driven intervention across grade levels limits the consistency and effectiveness of instructional responses to identified student learning gaps.
2 ★	Enrollment has declined significantly by nearly 31% over the past six years (from 700 to 486 students), impacting campus funding allocations and resource distribution across grade levels	Shifting neighborhood demographics, an aging community population within the surrounding residential area, and increased local school choice options have reduced the number of school-aged children entering early education and elementary grades.
3 ★	School has established instructional processes and programs to support student achievement, implementation and monitoring are not yet consistently alighed acrooss all grade levels and ad content areas.	Campus-wide instructional systems and expectation have not been consistently implemented, monitored , and reinforced across all grade levels and concent areas.
4 ★	Staff perceptions and qualitative feedback indicate a need for targeted, ongoing professional development in high-leverage instructional strategies	Lack of sustained, job-embedded coaching and specialized training structures to consistently build teacher capacity in differentiated instruction, co-teaching models, and modern literacy/math frameworks across all grade levels.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Observation Survey results**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **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] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

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

Provide extended learning opportunities for all students to address learning gaps through either extended day, week, or year to include assistance from instructional coaches, part time certified tutors and intersession.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Support Teacher , Part-time tutors , Principal , Sp Ed Teacher(s)

Formative Reviews

November	March	May

Strategy 2

Purchase supplies and supplemental software to support Math, ELAR, Science, and Social Studies instruction and teacher professional development.

Strategy's Expected Result/Impact: Increase percentage of students passing STAAR Reading, Math, and Science at the Meets level in Grades 3-5.

Staff Responsible for Monitoring: Budget Clerk , Instructional Coaches , Instructional Technologists , Principal ,

Funding Sources: Provide supplemental instruction supplies/classroom materials to support the schoolwide objective of improving student performance to include but not limited to: copy paper, classroom manipulatives, chart tablets, pencils, dry erase boards and binders Title I, Part A, $12,592, Provide both standard and supplemental supplies/classroom materials that support district literacy framework and math to include: Accelerated reader (AR) subscription, , STAAR student workbooks, Heggerty, Curriculum Associates, Rally student workbooks, Progress Learning, Scholastic, Brain Pop, Summit and all material to support comprehension and fluency. Title I, Part A, $9,500

Formative Reviews

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Strategy 3

Implement a system that directly supports engagement, attendance and academic growth.

Strategy's Expected Result/Impact: Maintain the average daily attendance of 97% or better at the elementary level to increase academic performance.

Staff Responsible for Monitoring: Principal, Attendance committee, Instructional coaches, Budget clerk

Funding Sources: Purchase academic achievement awards for reaching academic goals to include but not limited to certificates, medals and trophies. Recognizing growth, benchmark completion and improved attendance for at-risk students. Title I, Part A, $3,000

Formative Reviews

November	March	May

Strategy 4

All Kinder-5th grade teachers will continue the faithful implementation of Reading Academies and the transition from Balanced Literacy Model /Guided Reading to decodables, and the reading-writing connection with appropriate PD for all.

Strategy's Expected Result/Impact: Close learning gaps in Readng

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Interventionist , Librarian , Part-time certified teacher , Principal , Sp Ed Teacher(s)

Formative Reviews

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Strategy 5

Provide and update personal devices (chromebooks) for all PK- 5th grade students to support learning and ensure teachers receive the appropriate PD throughout the year.

Strategy's Expected Result/Impact: Support students with Technology to support learning

Staff Responsible for Monitoring: Budget Clerk , Instructional Technologists , Principal ,

Formative Reviews

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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

Data-Driven Instruction: Use BOY, progress-monitoring, and MOY Circle data to identify individual student needs and establish flexible instructional groups for targeted reading and mathematics instruction.

Formative Reviews

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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

Provide explicit, systematic instruction in phonological awareness, phonics, decoding, word recognition, fluency, vocabulary, and comprehension through daily Tier 1 instruction. All Kinder-2nd grade teachers will continue the faithful implementation of Reading Academies and the transition from Balanced Literacy Model /Guided Reading to decodables, and the reading-writing connection with appropriate PD for all.

Strategy's Expected Result/Impact: Strengthen Foundational Reading Skills

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Interventionist , Librarian , Part-time certified teacher , Principal , Sp Ed Teacher(s) ,

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 iiReady assessment.

Strategy 1

Targeted Daily Tier 1 Math Instruction & Manipulatives
Action: Deliver daily, explicit Tier 1 math instruction incorporating hands-on concrete-representational-abstract (CRA) instructional models, guided math groups, and interactive math centers focusing on early numeracy, place value, and problem-solving skills.

Strategy's Expected Result/Impact: Expected Impact: Strengthen foundational math concepts and increase student engagement and conceptual understanding across K-2 classrooms.

Staff Responsible for Monitoring: Staff Responsible: K-2 Classroom Teachers, Math Instructional Coach, Campus Administrators.

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Standards-Aligned Rigorous Tier 1 Instruction & STAAR Redesign Integration
Action: Deliver daily, TEKS-aligned Tier 1 instruction incorporating new STAAR item types (multi-select, inline choice, drag-and-drop, and constructed responses) across 3rd-grade Reading/ Language Arts and Mathematics, embedding higher-order thinking questions into daily core instruction.

Strategy's Expected Result/Impact: Expected Impact: Familiarize students with rigorous STAAR formatting and deepen mastery of grade-level readiness standards.

Staff Responsible for Monitoring: Staff Responsible: 3rd-Grade Teachers, Instructional Coaches, Campus Administrators.

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Target-Specific Acceleration & Tutoring
Action: Implement structured, small-group tutoring sessions before school, after school, or during dedicated intervention blocks using high-impact instructional materials aligned to STAAR growth domains.

Strategy's Expected Result/Impact: Delivers direct, focused support to students at risk of missing their growth trajectory, accelerating mastery of foundational skills.

Staff Responsible for Monitoring: Intervention Teachers, Tutors, Grade-Level 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

Provide opportunities for GT students to develop critical thinking skills by certified GT teachers using TX Performance Standards.

Staff Responsible for Monitoring: Gifted and Talented Teacher , Instructional Coaches , Instructional Technologists ,

Funding Sources: Attend GT field trips to competitions to include membership and dues. GT instructional and general supplies and materials for Competitions and TPSP, to include batteries, sharpie markers, colored paper and cardstock, and colored folders, Lego Education items, building plates, creative building bricks, and other reading materials to support GT students. Software/ Technology Supplies/Equipment. Purchase student kits to support vertical alignment of the STEM programs between ES, MS-and HS (competitions). To purchase cameras, iPad, laptops, and drones for GT student use. Gifted and Talented, $3,252

Formative Reviews

November	March	May

Strategy 2

Teachers will review and analyze previous STAAR data to create, share and track those goals with students.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , Instructional Coaches , Interventionist , Principal , Sp Ed Teacher(s) ,

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

District Dual Language Model will be utilized to address all Dual/EB students. Tier 2 and 3 ELL students will participate in morning lab (extended learning).

Strategy's Expected Result/Impact: Increased the percentage of Emergent Bilingual students performing at Meets Grade Level in STAAR

Staff Responsible for Monitoring: Assistant Principal , Director of ALPS , Dual Language Teachers , ESL Teacher(s) , Paraprofessional

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

Inclusion, Resource, SSC, ECSE, Kinder Collaborative classes will be the model used to provide services to all identified Special Education students.

Strategy's Expected Result/Impact: Increase the percent of SPED students rated Meets Grade Level

Staff Responsible for Monitoring: Interventionist , Sp Ed Teacher(s)

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

CEIC will meet three times during the school year to gather, review, and address faculty and staff feedback and ensure all faculty and staff input is being voiced and shared out.

Strategy's Expected Result/Impact: Promote participation in Employee Engagement Survey and provide a voice for faculty and staff

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , PE Teachers , Principal ,

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

Maintain a school office that is inviting and welcoming to all visitors and implement district wide service excellence customer service approach. Train school staff to engage family members because our students are the most important VIPs.

Staff Responsible for Monitoring: Assistant Principal , Attendance Committee , Classroom Teacher(s) , Counselor , Director of Pupil and Parent Services , Faculty and Staff , Social Emotional Coordinator , Sp Ed Teacher(s)

Formative Reviews

November **March** **May**

Strategy 2

Provide service excellence throughout the school year. Maintain communication through monthly calendars, newsletter, campus webpage, Facebook page; Dojo app; marquee reminders,parent bulletin, and continue with a 24 hour return phone call policy.

Staff Responsible for Monitoring: Assistant Principal , Attendance Committee , Classroom Teacher(s) , Librarian , Nurse , PE Teachers , PEIMS/Attendance Clerk , Principal ,

Formative Reviews

November **March** **May**

Strategy 3

Provide service excellence throughout the school year. Maintain communication through monthly calendars, newsletter, campus webpage, Facebook page; Dojo app; marquee reminders,parent bulletin, and continue with a 24 hour return phone call policy.

Staff Responsible for Monitoring: Assistant Principal , Attendance Committee , Classroom Teacher(s) , Librarian , Nurse , PE Teachers , PEIMS/Attendance Clerk , Principal

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

Provide programs to encourage parental engagement both at home and at school, such as Title 1 parent information night, STEM night, Literacy Night, GT Night and Grandparents Day Lifelong Learning.

Strategy's Expected Result/Impact: Increase participation by parents at school events and grade-level intervention mechanisms to directly support classroom objectives at home

Staff Responsible for Monitoring: Principal, Counselor, Budget clerk

Funding Sources: Purchasing take home decodables, reading books, supplies for parent meetings to support student learning and SEL to include but not limited to scissors, glue, notebooks, colored paper, butcher paper, laminating paper for parent centers. Title I, Part A, $3,000

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

Develop and implement a comprehensive student engagement program that increases access to extracurricular opportunities by identifying student interests, expanding and promoting a variety of academic, athletic, fine arts, leadership, and service activities, and intentionally recruiting students who are not currently participating. Develop a campus-wide calendar of academic, athletic, fine arts, leadership, and volunteer opportunities. Promote extracurricular opportunities through announcements, newsletters, family communication, and campus events.

Strategy's Expected Result/Impact: expanding and promoting a variety of academic, athletic, fine arts, leadership, and service activities, and intentionally recruiting students who are not currently participating.

Staff Responsible for Monitoring: Administrators, Teachers, Club Sponsors, Communications/Family Engagement Staff

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

Align campus resources with district objectives, priorities, and timelines to meet the needs of 21st-century learners by holding weekly budget review meetings with the budget clerk to maintain a balanced budget.

Strategy's Expected Result/Impact: Compliance with allocated campus budget thresholds, zero deficit spending, and timely procurement of resources that support 21st-century instructional priorities.

Staff Responsible for Monitoring: Budget Clerk , Principal , 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

Implement standardized campus cash-handling, purchasing, and inventory protocols--including quarterly physical audits of campus assets and monthly activity fund reviews--to ensure adherence to district financial procedures.

Strategy's Expected Result/Impact: Zero material audit findings, full compliance with district financial policies, and accurate inventory records across all funds and campus assets.

Staff Responsible for Monitoring: Principal, Secretary, Budget Clerk, Campus Bookkeeper

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

The campus Safety Committee will meet monthly to review safety protocols, oversee 100% completion of required drills, conduct routine perimeter checks, and deliver staff safety training to ensure full audit compliance and a secure learning environment.

Strategy's Expected Result/Impact: 100% execution of required emergency drills, zero intruder detection audit findings, and consistent staff readiness.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Safety Committee

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Glen Cove Elementary School

Total SCE Funds: $266,133.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Pay teacher salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

1. Committee Formation & Notification: CNA working groups were established through the Campus Education Improvement Committee (CEIC), with formal invitations sent to all stakeholders, including administrators, teachers, parents, community members, and business partners.
2. Timeline Execution: The assessment was conducted across multiple meetings during the 2nd semester, beginning in January and concluding in May.
3. Data Analysis & Focus Area Review: Stakeholders evaluated 10 core campus operational and academic focus areas—including demographics, student achievement, school climate, and safety—using data sources such as STAAR, CLI/ mClass, benchmark results, and attendance records.
4. Needs Identification: Standardized CNA guiding questions and meeting minutes were used to record strengths, challenges, opportunities, and stakeholder perceptions.
5. Problem & Root Cause Analysis: Target problem statements were derived from the data, followed by root cause analyses to determine underlying areas for intervention.
6. Documentation & Title I Compliance: Findings were compiled into a CNA summary draft and process outline for the Schoolwide Plan, supported by required documentation including agendas, minutes, sign-in sheets, and handouts.

1.2 Location for Evidence of Multiple Meetings Held

CEIC Meeting 8/24/26- 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)

School leadership shares all collected feedback, student performance trends, and teachers' initial recommendations- such as which school program to continue or discontinue- with the council.

Together, council member discuss these results, talk through any potential challenges with budget, staffing, or scheduling, and agree as a group on which school initiatives to approve or update for the coming year.

2.2 Stakeholders 1114(b)(2)

Glen Cove Elementary actively engages staff, families, and community members in the continuous development and review of the Campus Improvement Plan through the Campus Education Improvement Committee (CEIC), parent-teacher conferences, and Title I meetings. Stakeholder feedback is systematically gathered through annual Title I parent and staff surveys, interactive meeting sessions, and draft plan reviews. All documentation verifying stakeholder involvement is included in the meetings listed in the Committee Section.

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

The Campus Improvement plan is evaluated throughout the school year. Formative Evaluations are completed in November and April, with the summative review of the entire year in June. The evidence is located in the CIP and in the minutes of the CEIC meetings.