Ysleta Independent School District

Loma Terrace Elementary School

Accountability Rating: A

Distinction Designation:
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:
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Mission Statement

To prepare every student socially and academically into becoming a healthy, confident, and productive citizen.

Vision

WE ARE Loma Terrace proud. **WE CAN** achieve academic success. **WE WILL** provide an environment that fosters safety, literacy across the contents, social responsibility, and collaboration. **WE ARE, WE CAN, WE WILL.**

Value Statement

(*WE CAN*): Empowering every student to achieve academic success through high-leverage, content-area literacy and evidence-based instruction.

(*WE WILL*): Cultivating a secure, nurturing environment where student safety, socio-emotional health, and personal growth are prioritized.

Fostering respectful, inclusive, and culturally responsive spaces that build confident and responsible citizens.

Partnering with families, staff, and community members to foster shared accountability, clear communication, and collective pride.

Loma Terrace Pride (*WE ARE*): Honoring our community heritage, setting high expectations, and celebrating the daily progress and achievements of every learner.

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Comprehensive Needs Assessment

Demographics

Summary

Loma Terrace Elementary serves a vibrant student population in Pre-Kindergarten through 5th grade. The student demographic composition is predominantly Hispanic (**97.9%**), with White students comprising **2.1%** of enrollment.

A substantial majority of the student body (**89.3%**) is classified as Economically Disadvantaged, requiring schoolwide Title I initiatives to mitigate socioeconomic barriers to learning. Special Education services support **24.6%** of students, underscoring the necessity for robust multi-tiered support systems (MTSS), differentiated instruction, and inclusive co-teaching frameworks.

Emergent Bilingual learners account for **42.9%** of the student body. To serve these students, Loma Terrace Elementary implements a **One-Way Dual Language Program**, providing structured biliteracy development and language acquisition strategies designed to build native-language strength while accelerating English proficiency across all content areas.

During the 2025–2026 academic year, Loma Terrace Elementary maintained an average daily attendance rate of **94.0%**. However, **11.0%** of students met the threshold for **chronic absenteeism** (missing 10% or more of instructional days).

Addressing chronic absenteeism is a critical operational and academic priority for the campus. Targeted attendance interventions, proactive parent communication, and wraparound community supports will be integrated into daily operations to maximize instructional time and prevent long-term learning loss.

The campus employs **62.7 full-time staff members**, including **41.5 full-time classroom teachers**, maintaining a favorable student-to-teacher ratio of **13.5:1**. This enables educators to offer targeted small-group interventions and individualized learning pathways.

The faculty closely mirrors the cultural background of the student community: **91.6%** of teachers identify as Hispanic and **8.4%** as White. This strong cultural alignment enhances family engagement and supports a culturally responsive school environment. The average teacher salary is **$70,530**, supporting teacher retention and instructional continuity.

Loma Terrace Elementary benefits from an exceptionally veteran teaching staff, with **nearly 70%** of teachers possessing over 11 years of classroom experience:

Years of Teaching Experience	Percentage of Teachers
1–5 Years	10.4%
6–10 Years	20.5%
11–20 Years	13.5%
21–30 Years	49.6%
Over 30 Years	6.0%

Strengths

Over **55.6%** of the teaching staff possesses 21 or more years of classroom experience (49.6% with 21–30 years; 6% with 30+ years). In total, nearly **70%** of teachers have more than a decade of teaching experience.

High staff experience paired with an average teacher salary of **$70,530** supports strong teacher retention, providing students with consistent, veteran educators year after year.

A healthy gradient of mid-career (20.5% at 6–10 years) and early-career teachers (10.4% at 1–5 years) creates an ideal environment for internal peer mentoring, professional learning communities (PLCs), and succession planning.

The teaching staff (**91.6% Hispanic**) closely reflects the cultural background of the student body (**97.9% Hispanic**). This strong demographic alignment builds deep community trust, enhances family engagement, and creates a culturally responsive environment where students see themselves reflected in school leadership.

With **42.9%** of students classified as Emergent Bilinguals and a dedicated **One-Way Dual Language Program**, the high cultural alignment among staff provides a strong foundation for biliteracy, biculturalism, and native-language instruction.

A favorable student-to-teacher ratio of **13.5:1** allows educators to deliver targeted, small-group interventions, customized literacy instruction, and individualized learning pathways.

With **62.7 total full-time staff** members supporting **41.5 full-time classroom teachers**, the campus maintains strong auxiliary, instructional, and administrative support to address non-academic and academic barriers to learning.

A **94.0%** average daily attendance rate demonstrates that the majority of families value daily instruction and stay actively connected to the school environment.

The presence of established special programs—including a **One-Way Dual Language Program** and specialized interventions serving **24.6%** Special Education students—ensures that diverse student needs are integrated directly into the campus framework rather than treated as an afterthought.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	During the 2025-2026 academic year, 11.0% of Loma Terrace Elementary students were chronically absent (missing 10% or more of instructional days), despite a strong overall campus average attendance rate of 94.9%. This chronic absenteeism directly reduces instructional time and leads to persistent learning gaps, particularly among economically disadvantaged (89.3%) and Emergent Bilingual (42.9%) .	A multi-tiered attendance monitoring system with real-time early warning tracking, proactive family engagement strategies, and targeted wraparound supports has not been systematically implemented to address non-academic barriers (such as transportation challenges, economic hardship, and health-related factors) faced by high-need families prior to students reaching the chronic absenteeism threshold
2	While 42.9% of Loma Terrace Elementary students are classified as Emergent Bilinguals enrolled in the One-Way Dual Language Program, student performance metrics indicate ongoing academic achievement gaps in English language acquisition and dual-language literacy across core content areas.	Inconsistent implementation of sheltered instruction protocols, English language proficiency strategies, and biliteracy frameworks across all grade levels--combined with a need for job-embedded professional development on specialized Dual Language instructional models--limits the rate at which students transition from native-language support to dual-language academic proficiency.
3	24.6% of the student population receives Special Education services, representing a high concentration of learners requiring specialized instruction and individualized interventions to meet state academic growth targets.	Multi-Tiered Systems of Support, Tier 1 differentiated instruction strategies and co-teaching service delivery models require further refinement, structured scheduling alignment, and dedicated collaborative planning time between general education teachers and special education staff to consistently deliver high-leverage accommodations and targeted small-group instruction.

★ = Priority

Student Learning

Summary

Loma Terrace Elementary earned an overall State Accountability rating of **A (Scaled Score: 91)** based on performance across the three state accountability domains.

In Domain 1: Student Achievement, Loma Terrace Elementary earned a scaled score of 83 (Grade B), supported by a STAAR Performance component score of 55.

In Domain 2: School Progress, the campus earned an overall scaled score of 90 (Grade A). This domain is composed of Academic Growth, which received a component score of 79 and a scaled score of 89 (Grade B), and Relative Performance (calculated with an 89.3% Economically Disadvantaged population), which earned a scaled score of 90 (Grade A).

In Domain 3: Closing the Gaps, the school achieved a component score of 78, resulting in a scaled score of 92 (Grade A).

Overall, Loma Terrace Elementary achieved an Overall Accountability Rating of 91 (Grade A).

Additionally, the campus earned 4 out of 6 possible Texas Education Agency Distinction Designations:

- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing the Gaps

Strengths

Earning an overall rating of **91 (Grade A)** demonstrates high academic performance and systemic effectiveness across all evaluated indicators.

A scaled score of **92 (Grade A)** in Closing the Gaps and the distinction for **Top 25%: Comparative Closing the Gaps** reflect extraordinary success in accelerating academic growth for student sub-populations, including Economically Disadvantaged students (89.3%), Emergent Bilinguals (42.9%), and Special Education students (24.6%).

Earning a **90 (Grade A)** in Relative Performance proves that Loma Terrace significantly outperforms state expectations for campuses with comparable demographic profiles.

Earning distinction designations in **Academic Achievement in Science** and **Postsecondary Readiness** confirms that foundational literacy, scientific inquiry, and academic rigor effectively prepare elementary students for long-term success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	During the prior school year, Special Education (SPED) students at Loma Terrace Elementary consistently met basic minimum proficiency levels but struggled to demonstrate expected academic growth on state and district benchmark assessments, with the majority maintaining performance rather than progressing.	A lack of targeted, tier 3 differentiated instruction aligned with specialized IEP goals, paired with limited co-planning opportunities between general education and SPED teachers to design scaffolded, high-yield acceleration strategies.

★ = Priority

School Processes & Programs

Summary

Rigorous, TEKS-aligned core instruction across Reading Language Arts, Mathematics, Science, and Social Studies, enriched with higher-order thinking strategies and hands-on inquiry in science.

Structured biliteracy program designed for Emergent Bilingual learners to develop high academic achievement in both Spanish and English, supporting language transfer and cognitive growth.

Differentiated Tier 1 instruction coupled with systematic Tier 2 and Tier 3 interventions to serve the 24.6% Special Education population and at-risk learners through co-teaching and small-group guided instruction.

Weekly collaborative planning sessions where veteran educators (55.6% with 21+ years) mentor mid- and early-career teachers to analyze student performance data, design aligned assessments, and unpack TEKS standards. Continuous professional development focused on English Language Proficiency Standards (ELPS), sheltered instruction, biliteracy frameworks, and specialized accommodations for Special Education students.

Regular coaching cycles centered on formative assessments, STAAR item analysis, and scaffolding strategies to move students from basic proficiency (*Approaches*) to advanced performance (*Meets* and *Masters*).
Formalized peer-mentorship structures that capitalize on the high concentration of veteran teachers to build capacity across grade-level teams.

Multi-tiered attendance monitoring system designed to identify and support students approaching chronic absenteeism before learning gaps widen.

Strengths

- **Systemic Data-Driven PLC Framework:** Grade-level teams regularly engage in data analysis and collaborative planning, enabling early identification of student learning gaps and swift implementation of targeted interventions.
- The established One-Way Dual Language program provides structured native-language support alongside English language acquisition, directly contributing to high growth for Emergent Bilingual learners (42.9% of enrollment). Embedding the Language Academy during Intervention time.
- The campus effectively leverages its veteran workforce (55.6% with 21+ years) to onboard, coach, and support early-career teachers (10.4% with 1–5 years), ensuring consistent instructional quality across all classrooms.
- The structured integration of general education, special education, and dual language resources supports individualized learning pathways in a low student-to-teacher ratio setting (13.5:1).
- Process-level alignment in science instruction and foundational literacy is reflected directly in state recognition, earning distinction designations in Academic Achievement in Science and Postsecondary Readiness.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While school processes effectively support growth and gap-closing, Domain 1 (Student Achievement) performance earned an 83 (Grade B) with a raw component score of 55, indicating that classroom instructional routines and formative assessments are not consistently yielding higher-level (Meets and Masters Grade Level) student outcomes across all content areas.	Instructional planning processes within weekly PLCs have focused heavily on foundational skill acquisition and intervention strategies, lacking a standardized protocol for integrating higher-order question stems, rigorous STAAR-aligned extension tasks, and cognitive engagement strategies into daily Tier 1 lesson designs.
2	Although Loma Terrace serves a significant population of Special Education (24.6%) and Emergent Bilingual (42.9%) learners, instructional planning across general education, dual-language, and special education departments remains fragmented, impacting the consistent execution of student accommodations.	Master scheduling constraints and program operational structures have not historically provided dedicated, co-planning time for general education and specialized program staff to collaboratively map out accommodations, linguistic scaffolds, and co-teaching service models.
3	Campus operational processes for tracking and responding to student attendance have been primarily reactive, contributing to an 11.0% chronic absenteeism rate despite a overall campus average attendance rate of 94.0%.	The campus lacks an automated early-warning monitoring protocol and an integrated Multi-Tiered System of Support (MTSS) attendance team to identify attendance patterns at the 3-5 day mark, conduct early family outreach, and connect families with wraparound community resources before chronic thresholds (10%+ missing days) are reached.

★ = Priority

Perceptions

Summary

Loma Terrace Elementary systematically evaluates school climate, stakeholder perceptions, and culture by collecting and analyzing qualitative and quantitative data across multiple indicators:

- **Strong Parent Satisfaction Rating:** The campus achieved a **4.18 out of 5.0** overall score on the Parent Satisfaction Survey, reflecting high parental trust, strong family-school relationships, and positive perception of campus safety and academic quality.
- **High Employee Engagement Score:** Staff feedback demonstrates strong professional culture, earning an **Employee Engagement Survey score of 4.05 out of 5.0**. This reflects positive staff morale, strong alignment with campus values, and collaborative workplace dynamics supported by an experienced teaching staff.
- **Culturally Aligned & Welcoming Environment:** High engagement scores validate that the campus culture effectively honours and reflects the community's heritage (97.9% Hispanic student population; 91.6% Hispanic faculty), fostering a welcoming environment for all families.

Strengths

The campus achieved a **4.18 out of 5.0** overall score on the Parent Satisfaction Survey, demonstrating strong family trust and confidence in the school's educational environment.

90.0% of parents agreed or strongly agreed that their child's success in learning is a high priority at Loma Terrace Elementary (**4.34 average score**).

89.7% of responding families affirmed that their child feels safe at school (**4.22 average score**).

83.05% of parents strongly agreed or agreed that their family is treated with respect at the campus (**4.22 average score**).

89.8% of parents expressed that the school provides the necessary resources for their child to be successful (**4.27 average score**).

Staff feedback indicates a strong baseline professional culture, earning an overall **Employee Engagement Survey score of 4.05 out of 5.0**.

77.05% of staff members agreed or strongly agreed that they feel informed about what is occurring in the district (**4.02 average score**).

Deep institutional stability, with nearly **70%** of classroom teachers possessing over 11 years of experience, fostering a supportive workplace community aligned with schoolwide values.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While overall parent satisfaction is high (4.18 rating), participation in formal academic decision-making events and feedback forums remains limited to a small segment of the parent community, particularly among families of chronically absent students (11.0% overall rate).	Family outreach channels have relied heavily on traditional one-way notifications rather than targeted, bi-lingual two-way engagement strategies and direct family-advocacy partnerships that remove participation barriers for working and high-need households (89.3% economically disadvantaged).
2	urvey items addressing parent-staff communication comfort (Item 8: 4.05 score, 17.54% neutral/ disagree) and family access to school resources (Item 10: 4.09 score, 20.68% neutral/disagree) scored below overall campus perception averages, indicating communication gaps between families and campus staff.	Operational communication pathways rely predominantly on passive, campus-wide announcements rather than direct, personalized, bi-lingual two-way outreach and structured parent-teacher connection opportunities that build relational trust and streamline resource navigation.
3	Staff perception regarding change management (Item 8: "I understand why changes occur in YISD") scored low at 3.74 out of 5.0, with 36.07% of respondents indicating a lack of clarity or neutral feelings regarding district and campus policy shifts.	Campus leadership communication pathways focus primarily on detailing what changes are occurring rather than thoroughly explaining the data-driven why behind district initiative changes, operational pivots, and policy adjustments.

★ = 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] **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] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

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] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention 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] **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**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [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] **T-TESS data**
- [x] **T-PESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures 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

LTES Leadership, Faculty, and staff will continue to follow our instructional plan within the Effective Schools Framework model to achieve success for all students, to include PLT, Region 19, in state training, and targeted professional development for faculty and staff.

Strategy's Expected Result/Impact: Campus will grow 2% percentage in the growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, faculty, and staff, Instructional coaches, Librarian, IT, Interventionist.

Funding Sources: General supplies for instruction, general instructional materials, software for instruction such as but not limited to Lonestar, scholastics, and TCM, and any travel, Awards Title I, Part A, 211 11, $16,741

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Implement a campus-wide, data-driven framework where individual student data directly dictates Tier 1 instruction, targeted interventions, and flexible guided groups. This will be sustained through job-embedded Professional Development (PD), planning and structured Professional Learning Teams (PLTs) focused on high-leverage instructional design and engaging, rigorous student activities.

Strategy's Expected Result/Impact: A 2% increase in percent of all students rated Meets Grade Level on state assessments.

Staff Responsible for Monitoring: All teachers, Principal, Assistant Principal, Instructional Coaches, IT, Interventionist, Counselor, Librarian, SEE Teachers, and tutors, all teachers

Funding Sources: Substitutes, SEE Teacher, SEE tutor, math and reading materials used during instruction, interventions, guided groups, tutoring Title I, Part A, $60,537

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 3

Loma Terrace Elementary School will ensure that 100% of identified Gifted and Talented (GT) students meet or exceed their personalized annual growth targets on state and campus assessments through continuous data-driven monitoring and rigorous, accelerated learning opportunities.

Strategy's Expected Result/Impact: Maintain a systematic progress-monitoring framework for GT students using real-time data to prevent academic stagnation. We will deepen classroom engagement by enriching Tier 1 instruction and a pull out that will include high-interest, extended learning activities, independent research projects, and critical thinking extensions that purposefully accelerate student learning.

Staff Responsible for Monitoring: Teachers, GT Coordinator, Instructional Coaches, IT, Counselor, Principal, Assistant Principal

Funding Sources: Software Technology and Equipment used, general supplies for instruction, competitions, field trips such as but not limited to Creative Learning, Vex, Fab Lab, La Nube, Art Museum, Snapology, other Miscellaneous services, travel expenses Gifted and Talented, $3,513

Title I: 2.5.1

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

Implement a data-driven instructional model that utilizes systematic CIRCLE progress monitoring, targeted small-group intervention, and explicit tier 1 foundational instruction in phonological awareness, early language, and core math concepts to ensure at least 90% of Pre-K students achieve EOY readiness benchmarks.

Strategy's Expected Result/Impact: Analyze CIRCLE (BOY) data to establish baseline performance and group students into targeted skill groups using the CLI Engage automatic grouping tool.

Staff Responsible for Monitoring: Teacher, Instructional Coaches, Principal, Assistant Principal

Title I: 2.5.2, 2.5.3

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

Deploy a comprehensive K-2 early literacy framework leveraging science-of-reading strategies, explicit phonics/phonemic awareness instruction, and monthly Amira progress monitoring to deliver data-driven Tier 1 classroom instruction and Tier 2/3 targeted interventions,

Strategy's Expected Result/Impact: Accelerating at least 50% of students to Level 4 or higher by EOY.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

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

Implement a systematic K-2 math framework that combines concrete-representational-abstract (CRA) instructional routines with continuous i-Ready Diagnostic data analysis to deliver high-yield Tier 1 instruction and personalized small-group interventions.

Strategy's Expected Result/Impact: Driving at least 25% of students to Level 4 or higher by EOY.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Provide targeted 30-minute daily Tier 2 intervention sessions focusing on high-frequency, heavily weighted STAAR reporting categories (e.g., Reading Comprehension, Multi-step Math Problem Solving).

Strategy's Expected Result/Impact: 3rd grade STAAR will have an increase in the meets level by 2%

Staff Responsible for Monitoring: 3rd Grade Teachers, Instructional Coaches, SPED Teacher, Administration, support staff

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Facilitate weekly Professional Learning Community (PLC) planning dedicated to unpacking 3rd-grade TEKS, analyzing student work samples, and planning explicit instruction for open-ended and multi-select STAAR item types.

Strategy's Expected Result/Impact: An increase of 2% of students to achieve growth as measured in STAAR

Staff Responsible for Monitoring: Support staff, 3rd-5th grade teachers, SPED teachers, leadership, administration

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Implement data-driven Tier 2 interventions, weekly PLC TEKS alignment with Instructional Coaches, and targeted Intersession readiness academies to deliver rigorous, standards-aligned instruction designed to move students from "Approaches" to "Meets Grade Level" on STAAR.

Strategy's Expected Result/Impact: Increase the percent of students rated Meets Grade Level on STAAR/EOC in any subject from 56% to 58%

Staff Responsible for Monitoring: All support staff, SPED teachers, 3rd-5th grade teachers, instructional coaches, administration.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 8

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

Strategy 1

Utilize district checkpoint and language proficiency data to form flexible Tier 2 acceleration groups during Intersession and daily intervention blocks, focusing on reading comprehension, academic vocabulary decoding, and constructed response writing.

Strategy's Expected Result/Impact: Increase the percent of EL students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams from 49% to 51%

Staff Responsible for Monitoring: Classroom Teachers, ESL/Bilingual Teachers, Instructional Coaches, Campus Administration.

Title I: 2.5.1, 2.5.2, 2.5.3

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

Targeted Small-Group Acceleration: Utilize daily intervention times and Intersession blocks to provide explicit, small-group instruction focused on critical prerequisite skills and high-yield STAAR/EOC reporting categories

Strategy's Expected Result/Impact: Increase the percent of SPED students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams from 42% to 44%

Staff Responsible for Monitoring: SPED Teachers, General Education Teachers, Support Staff Instructional Coaches, Campus Administration.

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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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

Foster an inclusive, supportive, and appreciative campus environment where every staff member feels valued, heard, and connected to the LTES "Lions" culture of excellence. We will secure 100% survey participation by removing barriers to completion, maintaining transparent communication, and explicitly connecting staff feedback to actionable campus improvements.

Strategy's Expected Result/Impact: Maintain high morale by celebrating staff successes weekly (e.g., "Lion Pride" shout-outs, staff member of the month, and celebrating student-growth milestones driven by teacher efforts.

Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team, All Teachers

Formative Reviews

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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

Loma Terrace will create and maintain parent/teacher communication to include information regarding academic progressor concerns, important dated, field trip information, homework notices, parent engagement nights/ activites.

Strategy's Expected Result/Impact: Because logs track academic progress and concerns, parents can immediately reinforce learning or address skill gaps at home rather than waiting for report cards. LTES will have a 2% increasse in the data as well as attendance increase compared to previous year

Staff Responsible for Monitoring: All, Principal, Assistant Principal, Attendance Clerk, Instructional Coaches, IT, Interventionist, Libarian, Counselor, teachers, nurse, secretary.

Funding Sources: Hospitality for enagaging nights, general supplies, used for parent engaging nights and activities, reading materials such as but not limited to parenting literature, miscellaneous services, and teacher extra pay for parent enagaging nights such as but not limited to SEL Nights. Title I, Part A, $4,493

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

chedule and host at least one interactive parent workshop or family event every nine weeks focused on academic support (e.g., STAAR/EOC readiness night, literacy/math literacy family nights,

Strategy's Expected Result/Impact: 100% execution of at least four major parent/family engagement events per school year (one per nine-week grading period), resulting in a 15% increase in total parent attendance compared to the prior year.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, All teachers, Support staff

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

Host seasonal showcases, pep rallies, and recognition announcements (in English and Spanish) to celebrate student participation and raise awareness of available extra-curricular opportunities.

Strategy's Expected Result/Impact: At least 50% of the total student enrollment will actively participate in at least one academic, athletic, fine arts, leadership, or volunteer extracurricular activity during the school year.

Staff Responsible for Monitoring: Coaches, Fine Arts Teachers, Counselor, Campus Administration.

Title I: 2.5.1, 2.5.2, 2.5.3

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

Maintain an updated campus inventory of instructional technology, intervention materials, and supplies to eliminate duplicate purchases and maximize the utility of existing campus assets.

Strategy's Expected Result/Impact: The campus will maintain 100% fiscal compliance by finishing the fiscal year spending at or below 100% of the allocated budget, with zero audit findings or over-budget line items.

Staff Responsible for Monitoring: Campus Principal, Campus Secretary/Clerk, Assistant Principal, Instructional Technology Teacher, Head Custodian

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

mplement strict internal controls for all campus activity funds and cash collections, ensuring daily reconciliations, dual-sign-off procedures, and prompt deposits in compliance with district financial policies.

Strategy's Expected Result/Impact: 100% compliance rate on all campus financial spot-checks, activity fund audits, and fixed-asset inventories throughout the school year.

Staff Responsible for Monitoring: Campus Principal, Campus Secretary/Clerk

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 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.

Strategy's Expected Result/Impact: The campus will maintain 100% compliance with all district and Texas School Safety Center requirements by completing all mandatory safety drills on schedule and achieving zero findings or violations on the Texas Intruder Detection Audit.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Campus Safety Committee, Campus Custodial Staff, Resource Officer/Security

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Loma Terrace Elementary School

Total SCE Funds: $494,805.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Total SCE funds used for teacher salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

The CNA process is an ongoing, year-long cycle conducted primarily through quarterly **Campus Education Improvement Committee (CEIC)** meetings, supplemented by monthly data-review sessions. Key milestones for the academic year include:

- **September (Initial Review & Planning):** Establishing committees, reviewing prior-year STAAR/TEA accountability data, and identifying preliminary priority needs.
- **November (Mid-Fall Data Check):** Examining Q1 attendance trends, chronic absenteeism patterns, and benchmark assessment progress.
- **February (Mid-Year Progress & Mid-Course Corrections):** Reviewing MOY (Middle of Year) academic diagnostic data, special program interventions (Dual Language & Special Education), and mid-year attendance metrics.
- **May (Comprehensive End-of-Year CNA Evaluation):** Analyzing final summative data, reviewing progress toward annual CIP goals, and drafting problem statements, root causes, and strategic priorities for the upcoming year.

1.2 Location for Evidence of Multiple Meetings Held

To ensure comprehensive input, transparency, and collaborative decision-making in the development of the Campus Improvement Plan (CIP), Loma Terrace Elementary offered multiple meetings to campus and community stakeholders throughout the school year. BOY Meeting September 1, 2026. 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 Campus Improvement Plan (CIP) is developed through a continuous, year-long Comprehensive Needs Assessment (CNA) process involving multi-stakeholder collaboration, continuous data review, and strategic planning. The administrative team and campus leadership gather end-of-year summative data, including preliminary state accountability reports, final attendance metrics, and Title I evaluation feedback. The Campus Education Improvement Committee (CEIC) formally meets to review the preliminary CIP draft, analyze updated TEA accountability ratings (Domain 1–3 scores and distinctions), review baseline demographic/attendance statistics, and refine campus problem statements and root cause analyses.The Campus Education Improvement Committee (CEIC) formally meets to review the preliminary CIP draft, analyze updated TEA accountability ratings (Domain 1–3 scores and distinctions), review baseline demographic/attendance statistics, and refine campus problem statements and root cause analyses.**Winter / Early Spring (Mid-Year Progress Evaluation):** The CEIC reconvenes to evaluate middle-of-year (MOY) diagnostic data, monitor progress toward annual SMART goals, and adjust intervention resources as needed. The committee conducts a comprehensive evaluation of the year's plan effectiveness, measuring outcomes against targeted performance objectives to prepare for the subsequent year's CIP cycle.

2.2 Stakeholders 1114(b)(2)

Loma Terrace Elementary actively engages staff, families, and community members throughout every phase of the Campus Improvement Plan (CIP) development process to ensure strategic priorities reflect campus needs and community values.

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

Loma Terrace Elementary utilizes a systematic, multi-tiered evaluation model to measure the implementation and academic impact of all campus programs (including One-Way Dual Language, MTSS, Special Education co-teaching, and Title I initiatives). Program effectiveness is assessed through both ongoing formative checks and an annual summative evaluation, and in the minutes of CEIC Meetings.