

Ysleta Independent School District



Del Valle Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Mission Statement

Our Del Valle Elementary family engages and inspires all students to collaborate, think critically, express creativity, communicate effectively, and demonstrate kindness to become problem solvers with a global perspective.

Vision

Here at Del Valle Elementary we will learn together. lead with kindness and shape the future.

Value Statement

Here at Del Valle Elementary we will learn together. lead with kindness and shape the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The clarity that evolves from the process of developing a mission, a vision, and values gives all stakeholders a sense of cohesiveness, shared purpose and direction. This important work establishes the foundation and framework for expected behavior in a district. When thoughtfully and collaboratively developed, they become part of the culture, the work becomes faster, and it is easier to make choices that align with district goals. The goal for every campus should be to provide a well-rounded program of curriculum and instruction where all students are challenged and have opportunities to meet the state's academic standards. To meet that goal, a team of people who possess knowledge of the school and its programs must regularly assess the school's progress. An honest and transparent assessment of every detail of the school greatly enhances a school's ability to determine what steps to take next in the improvement planning process.

Demographics

Summary

Del Valle Elementary is currently rated as a "C" campus by the Texas Education Agency (TEA). This rating reflects our ongoing efforts to meet educational standards and highlights areas where we can continue to improve. We are committed to enhancing our academic programs and support systems to elevate our performance and provide a high-quality education for all students.

Our community comprises 70% economically disadvantaged families, which presents unique challenges and opportunities for our school. We are dedicated to providing equitable resources and support to ensure that every student has the opportunity to succeed, regardless of their economic background. Additionally, a significant portion of our students are Emergent Bilingual learners. We are focused on implementing effective language acquisition programs and providing targeted support to help these students achieve proficiency and excel academically.

With a current enrollment of 359 students, we are a close-knit community that values diversity and inclusion. Notably, half of our student population is on a transfer status, which enriches our school environment with a variety of perspectives and experiences. We are committed to fostering a welcoming and supportive atmosphere for all students and their families.

We actively collaborate with our business partners to provide incentives for our students, recognizing the importance of community involvement in education. These partnerships are instrumental in motivating our students and enhancing their educational experience. Furthermore, we strive to maintain attendance ratings above 95%, understanding that consistent attendance is crucial for academic success. We implement various strategies to encourage regular attendance and address any barriers that may prevent students from attending school consistently.

Strengths

At Del Valle Elementary, our teachers and staff are committed to delivering a robust educational foundation for our students. This dedication is evident in our daily efforts to ensure that each child receives the quality education they deserve, equipping them with the necessary skills and knowledge to succeed in their academic journey and beyond.

We are proud to foster a culture where students feel safe and valued, ensuring that every child has equal opportunities to thrive. Our inclusive environment is designed to support the diverse needs of our students, allowing them to explore their potential in a nurturing and supportive setting.

Our school offers a variety of extracurricular teams and events, providing students with the chance to engage in activities beyond the classroom. These opportunities not only enhance their learning experience but also help in developing essential life skills such as teamwork, leadership, and time management.

The positive culture at Del Valle Elementary is a testament to the dedication of our teachers and staff, who work tirelessly to create an environment that is welcoming and supportive for both students and parents. We believe that a strong school community is built on mutual respect and collaboration, and we strive to maintain these values in all our interactions.

We are determined to "Rise Up" to the challenge of elevating our campus from a "C" to a "B" rating. This goal reflects our commitment to continuous improvement and excellence in education, as we work together to achieve the highest standards for our students and our school community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Our Emergent Bilingual population will have a strong foundational first language and acquire their second language through structured and focus curriculum needs within the dual language progra	High percentage of English Language learners.

★ = Priority

Student Learning

Summary

At Del Valle Elementary, our commitment to providing high-quality instruction is unwavering, as we believe it is the cornerstone of every student's success. We meticulously analyze data to tailor our teaching strategies, ensuring that each student receives the personalized attention they need. By creating small group instruction and intervention groups, we address the specific needs of our students, fostering an environment where every child can thrive.

Our educational approach is grounded in establishing a robust Tier I instructional foundation for all students. This foundation is critical as it equips students with the essential skills and knowledge they need to succeed in their academic journey. We are dedicated to ensuring that every student not only meets but exceeds their potential, with the expectation that they will progress at least one level up each year.

Our focus remains steadfast on student progress and growth, with particular attention to English Telpas proficiency. We strive to implement effective instructional practices at the Tier I level, which are crucial for enhancing student learning outcomes. By prioritizing these areas, we aim to cultivate an educational environment that supports continuous improvement and academic excellence for all students at Del Valle Elementary.

Strengths

Our students exhibit remarkable focus and attention to detail, which are critical skills in the learning process. This ability allows them to engage deeply with the material, ensuring that they not only grasp the fundamental concepts but also appreciate the nuances that can enhance their understanding and application of knowledge.

We are committed to employing differentiated tools to cater to the diverse learning needs of our students. By providing a variety of resources and instructional strategies, we ensure that each student can access the curriculum in a way that resonates with their individual learning style, thereby promoting a more inclusive and effective educational experience.

The strong structures and routines we have established within our classrooms and across the campus play a pivotal role in creating a stable and predictable learning environment. These routines help students feel secure and focused, allowing them to concentrate on their studies and participate actively in their educational journey.

Our students are encouraged to advocate for themselves when they require assistance, demonstrating a proactive approach to their education. This self-advocacy is a vital skill that empowers them to seek help when needed, ensuring they can overcome challenges and master the curriculum content effectively.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 We will continue to strive for every student to succeed at every level. Our focus is strong Tier I instruction	Teacher planning and preparation for curriculum mastery.

 = Priority

School Processes & Programs

Summary

As a school committed to continuous improvement, we ensure that our teachers and staff are provided with several opportunities to attend Professional Development sessions. These sessions are designed to enhance their skills and knowledge, enabling them to deliver high-quality education to our students. Our educators participate in both campus and district-wide professional development programs, ensuring they are well-equipped with the latest teaching strategies and educational trends.

We are proud to offer a diverse range of extracurricular programs that cater to the varied interests of our students. Programs such as Robotics, Cheer club, Blue Bonnet book club, UIL district competition groups, and a Folklorico dance group provide students with opportunities to explore their passions, develop new skills, and engage in collaborative activities. These programs not only enrich the students' educational experience but also foster a sense of community and belonging.

To support our students' academic success, we offer extended tutoring sessions and various camps throughout the year. These include Saturday camps, October and March intersessions, and Telpas camps, all designed to provide additional learning opportunities and reinforce classroom instruction. These initiatives are crucial in helping students achieve their academic goals and excel in their studies.

We believe in the importance of fostering strong relationships with our students' families and the wider community. To this end, we host parent community events throughout the year, creating opportunities for parents to engage with the school and participate in their children's educational journey. These events are vital in building a supportive and collaborative school environment, where parents, teachers, and students work together towards common goals.

Strengths

At Del Valle Elementary, we pride ourselves on ensuring that all students have access to a wide range of extracurricular programs and activities. This commitment allows our students to explore their interests beyond the classroom, fostering a well-rounded educational experience. By providing these opportunities, we aim to nurture talents, encourage teamwork, and build leadership skills, all of which are essential for personal growth and development.

Our priority is to maintain an engaged and supportive community that is dedicated to the success of our students. We believe that a strong partnership between the school and our community members is crucial in creating an environment where students can thrive. By working together, we can ensure that each student receives the encouragement and resources they need to excel academically and socially.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Student growth is a priority in order meet the needs of all students at every level.	Data analysis and review of the use of effective instructional practices.

★ = Priority

Perceptions

Summary

At Del Valle Elementary, we are committed to fostering a nurturing and positive culture that supports the growth and development of every student. Our environment is designed to encourage students to thrive academically, socially, and emotionally, ensuring they feel valued and supported throughout their educational journey.

The feedback from our parent and employee surveys, which both averaged around a 4.5, reflects the strong satisfaction and confidence our community has in the school's environment and operations. These results are a testament to our ongoing efforts to maintain high standards and address the needs and expectations of our school community.

We recognize the critical role our stakeholders play in the success of our educational programs. Their involvement is essential in the implementation of high-quality teaching and the selection of resources that enhance learning experiences. By collaborating closely with parents, staff, and the wider community, we ensure that our students receive the best possible education and support.

Strengths

At Del Valle Elementary, our teachers and staff are committed to delivering a robust educational foundation for our students. This dedication is evident in our daily efforts to ensure that each child receives the quality education they deserve, equipping them with the necessary skills and knowledge to succeed in their academic journey and beyond.

We are proud to foster a culture where students feel safe and valued, ensuring that every child has equal opportunities to thrive. Our inclusive environment is designed to support the diverse needs of our students, allowing them to explore their potential in a nurturing and supportive setting.

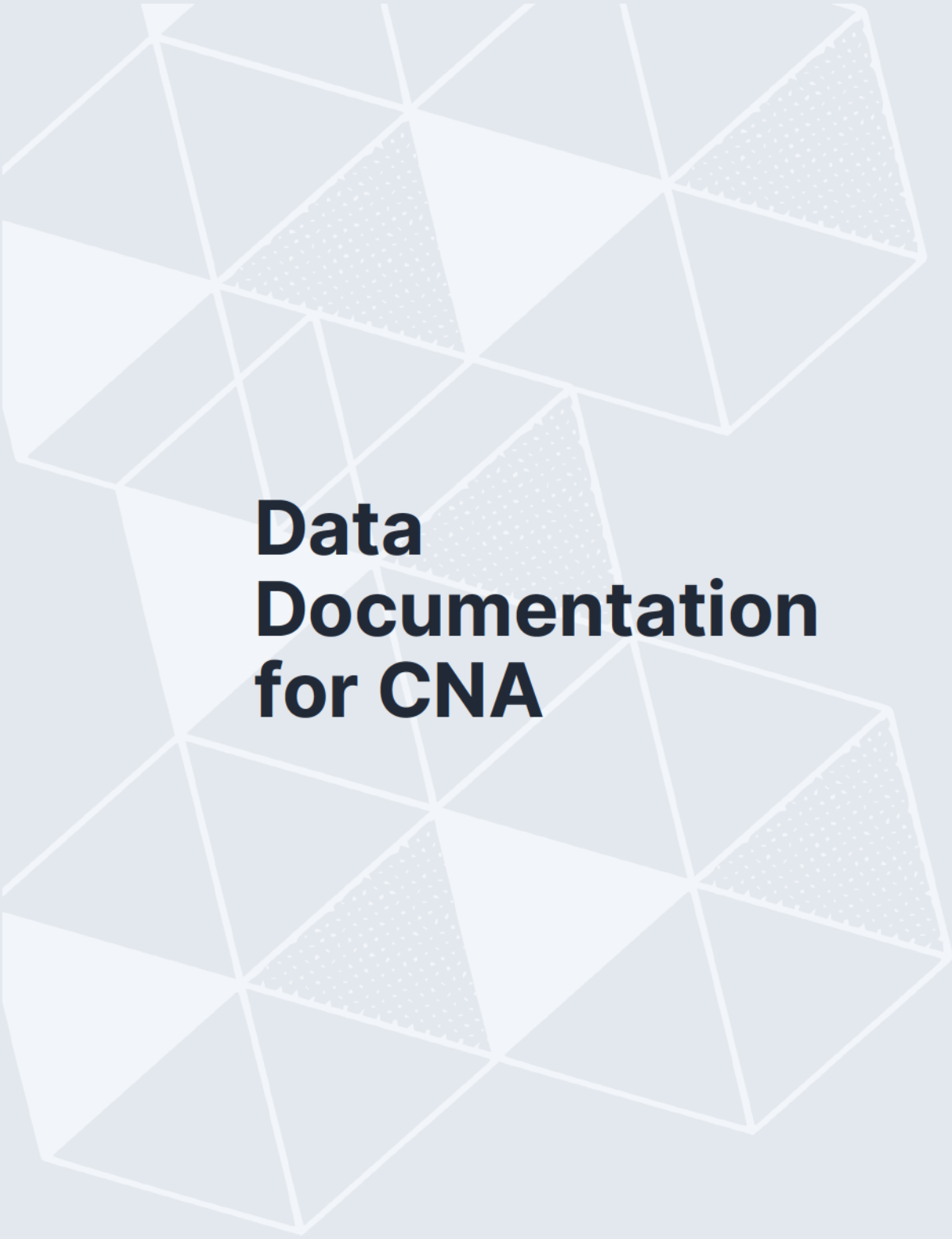
Our school offers a variety of extracurricular teams and events, providing students with the chance to engage in activities beyond the classroom. These opportunities not only enhance their learning experience but also help in developing essential life skills such as teamwork, leadership, and time management.

The positive culture at Del Valle Elementary is a testament to the dedication of our teachers and staff, who work tirelessly to create an environment that is welcoming and supportive for both students and parents. We believe that a strong school community is built on mutual respect and collaboration, and we strive to maintain these values in all our interactions.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Student growth has been struggle, but we will continue to strive for excellence.	Content mastery and language barriers

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates

- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rti) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data

- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PSS data
- ☒ Support structures: mentors
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Technology and resource allocation data
- ☒ 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

We will continue to maintain student success and progress to help the district with this rating.

Strategy's Expected Result/Impact: Monitor targeted interventions, analyze data, progress monitoring

Staff Responsible for Monitoring: Leadership team, teachers, support staff, SEE tutor.

Funding Sources: Title I, Part A, 211-11-6399-00-145-24-000-A, \$11,110

Formative Reviews

November

March

May

Performance Objective 2

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

We will monitor reading progress using the Istation online program and teacher running records. We will make sure students receive targeted interventions to strengthen foundational reading skills.

Formative Reviews

November

March

May

Performance Objective 3

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 Targeted Support Strategy

Student progress on IReady will be consistently monitored. Instruction will be adjusted based on student needs. Reports on student progress will be analyzed and monitored.

Strategy's Expected Result/Impact: Student progress and growth at every level.

Staff Responsible for Monitoring: Teachers, support staff, Admin., Instructional Coaches

Formative Reviews

November

March

May

Performance Objective 4

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

Strategy 1 Targeted Support Strategy

We will analyze all data points to make sure our 3rd grade students are progressing. Small group support and intervention will require targeted TEKS to be reviewed and practiced.

Strategy's Expected Result/Impact: 2/3 students will earn a meets rating.

Staff Responsible for Monitoring: Teachers, support staff, instructional coaches.

Funding Sources: General supplies, training, extra duty pay, hospitality, Title I, Part A, \$10,252

Formative Reviews

November

March

May

Performance Objective 5

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

Strategy 1

Student progress will be consistently monitored throughout the year. Interventions will target

specific areas of need. Growth measures will be monitored using formative and informative measures.

Formative Reviews

November

March

May

Performance Objective 6

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

Strategy 1

Student progress measures will be consistently analyzed. Targeted interventions and small groups will help with closing academic gaps.

Formative Reviews

November

March

May

Performance Objective 7

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

Strategy 1 Targeted Support Strategy

We will monitor progress with all EB students to maintain a 1/3 percentage of students who will rated at a meets STAAR level.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

March

May

Performance Objective 8

Strategy 1 **Targeted Support Strategy**

We will continue to monitor progress of all of our students to include the progress of our Special Education students. 1/4 students will be rated at a meets level on STAAR exams.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Our team will focus on receiving a score of 4.0 or better on the employee engagement survey. We will support our staff and maintain a positive school culture.

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

We will continue to support our parents and create a positive school culture built on trust and respect.

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

Parental involvement is a priority. We will support parent needs with annual meetings, conferences, or training opportunities.

Funding Sources: Title I, Part A, \$2,752

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.

Evaluation Data Source: District and campus based assessments, state assessments, grades, attendance reports

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

As required 50% of students have opportunities to be involved in our G.T. program, robotics teams, UIL, attend after school tutoring, Saturday camps, and intersession based on academic need.

Strategy's Expected Result/Impact: Student academic progress

Staff Responsible for Monitoring: Teachers, support staff, interventionist, instructional coaches, SEE tutor.

Funding Sources: Extra duty pay, tutoring, Saturday camps, intersession Title I, Part A, \$7,000, G.T. services, general supplies, travel expenses and transportation Gifted and Talented, \$2,004

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

Budgets will be monitored monthly and we will show responsible spending habits that are based on campus needs. All budget rules will be followed.

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

Any audits conducted will be clear of faults or negative status findings. We will support the Districts achievement goals.

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

Safety and compliance is a priority. We will ensure all drills are completed in a timely manner. We will secure our premises at all times in order to have no findings in a report of breech of security.

Formative Reviews

November

March

May



State Compensatory Education

State Compensatory

Budget for Del Valle Elementary School

Total SCE Funds: \$397,169.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State Comp. is 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

Our campus needs assessment is conducted yearly before the start of each year. It is done through a survey and given to our staff members to complete. The faculty is given the opportunity to address their concerns about current resources and materials being used in our classrooms. They are also given the opportunity to give input on what they would like to use in their daily lesson plans.

1.2 Location for Evidence of Multiple Meetings Held

All meetings, agendas, meeting minutes, and sign-in sheets are uploaded in the Title I under committees. The CEIC committee meets 3 times per year.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Our CEIC committee meets 3 times per year. All information regarding student success is reviewed and documented at those meetings. We develop our Campus Improvement Plan using data from state standardized tests received at the end of each year. The Texas Education Agency sends our district the campus results and campus report cards to determine the needs of the campus. We also use campus surveys, agendas, budget reports, and several data reports to determine if changes need to be made in order the needs of the campus as a whole. It is reviewed yearly and documented in this container.

2.2 Stakeholders 1114(b)(2)

Our stakeholders are part of the CEIC committee. A list of those members, agendas, meeting minutes and sign in sheets are uploaded in the Title I crate.

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

The Campus Improvement Plan is available online on our campus website, as well as, in our front office in a binder that community members have access to.

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

The plan is developed using the school's state, district, and campus data. Survey results are also used as well as the

needs assessment that is done yearly. Targeted supports and intervention supports remain in place throughout the year.

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

Strategies corresponding to Title I elements have been aligned to the plan. All elements are part of the goals and focus points of the Campus Improvement Plan.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

All notes are document and uploaded for review in the Title I crate to include: formative reviews, school wide program plans and evaluations, data driven decisions, and the CNA process.