Ysleta Independent School District

Edgemere International 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:
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Mission Statement

Edgemere International School learning community will empower students to take ownership of their learning and reach individual goals, through challenging instruction, and a relevant curriculum.

Vision

Edgemere International School, a professional learning community, will ensure the academic, social and physical development of all students in a safe and respectful environment.

Value Statement

The Roadrunner Way **is the foundation of our school culture. It guides how we learn, lead, and serve by fostering a safe and supportive environment where kindness, growth, collaboration, and excellence are valued. Through meaningful relationships, high expectations, and a commitment to continuous improvement, we empower every student to learn, belong, and thrive as we move forward together.**

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Comprehensive Needs Assessment

Demographics

Summary

Edgemere International School is one of the 48 campuses within the Ysleta Independent School District. Established in 1963, Edgemere International School Elementary has a long history of serving a diverse student body, with a focus on supporting middle and lower socioeconomic families. The school currently serves 587 students from early education through fifth grade.With 73.21% of students identified as coming from low socioeconomic backgrounds, Edgemere International School is committed to providing high-quality instruction and strong support systems to ensure every student's success. The school also supports a variety of student needs, serving 193 emergent bilinguals, 30 students in the Gifted and Talented program, 27 students with 504 plans, and 157 students through special education services.

Strengths

The school also supports a variety of student needs, serving 193 emergent bilinguals, 30 students in the Gifted and Talented program, 27 students with 504 plans, and 157 students through special education services.

At Edgemere, we are proud to have a population of English-only students who actively support and enhance our dual language model. These students play a crucial role in fostering an inclusive and diverse learning environment where language skills are developed collaboratively. Their participation not only enriches their own educational experience but also contributes to the linguistic and cultural exchange that is central to our dual language program. By engaging with peers from different linguistic backgrounds, our English-only students help create a dynamic and supportive community that values multilingualism and cultural understanding.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The diversity and complexity of student needs require consistent, coordinated systems of support to ensure equitable access to rigorous Tier I instruction and appropriate academic, linguistic, behavioral, and social-emotional supports.	Campus systems and practices for coordinating and monitoring supports across general education, special education, emergent bilingual, and intervention programs are not yet consistently implemented across all grade levels and settings.

★ = Priority

Student Learning

Summary

Edgemere International has achieved a remarkable milestone by earning all six distinctions in Texas, a testament to the dedication and hard work of our students, teachers, and staff. Our school has proudly earned an A rating, a testament to the hard work and dedication of our students, teachers, and staff. This achievement reflects our commitment to academic excellence and our continuous efforts to provide a high-quality education that meets the needs of all learners.

We have made significant strides in improving student performance in reading, with the percentage of students meeting the standard increasing from 56% in 2025 to 68% in 2026. This progress is indicative of our focused efforts on literacy and the effective strategies implemented by our educators to enhance reading skills.

In mathematics, we have also seen substantial improvement, with the percentage of students meeting the standard rising from 48% in 2025 to 65% in 2026. This growth highlights our commitment to strengthening our math curriculum and providing students with the necessary tools and support to succeed in this critical subject area.

Our science program has shown commendable progress as well, with the percentage of students meeting the standard increasing from 47% in 2025 to 59% in 2026. This achievement underscores our dedication to fostering a strong foundation in scientific inquiry and critical thinking among our students.

For students achieving the 'masters' level, we have observed notable gains in reading, with an increase from 27% in 2025 to 37% in 2026. This improvement reflects our focus on challenging our students to reach their highest potential and providing them with opportunities to excel.

In mathematics, the percentage of students achieving the 'masters' level rose from 20% in 2025 to 33% in 2026. This significant increase demonstrates our ongoing efforts to cultivate advanced mathematical skills and problem-solving abilities in our students.

Finally, in science, we have seen an increase in the percentage of students achieving the 'masters' level from 22% in 2025 to 27% in 2026. This progress is a testament to our commitment to inspiring a passion for science and encouraging our students to pursue excellence in this field.

Strengths

Aside from our significant gains, our success is driven by Professional Learning Teams that prioritize learning, collaboration, and robust tier-one instruction. We implement a comprehensive Literacy Framework, Guided Math, and the 5E model in Science. Through instructional rounds and learning walks, educators collect observational and quantitative data to inform a systematic professional development plan. Data analysis plays a crucial role in evaluating and refining small group interventions both during and after school. Our international program features Two-way Dual Language and Chinese as a third language. Notably, there was an increase within our special education students rated meets grade level in the reading language arts STAAR assessment, and students identified reading readiness as measured by mClass assessment. To promote College and Career Readiness (CCR), we hosted career presentations throughout the year, providing valuable insights into future careers, colleges, and the workforce. Our school leverages technology to support Critical Thinking, Communication, Collaboration, and Creativity—the 4 C's of 21st-century learning by providing one-to-one devices for PreK to 5th-grade students. Technology is seamlessly integrated into our core curriculum, enhancing both communication and collaboration. In addition, we offer a diverse range of after-school activities, including Folklorico, Evolution, P.E. Demo Crew, Math Maniacs, Ohana Club, Library Club, Robotics, eSports, Martial Arts, and Student Council. Edgemere is proud to be recognized as a Purple Star campus, a designation that honors our commitment to supporting military connected students and their families.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student performance in writing is below desired levels, with a significant number of students earning zero points on the ECR, indicating a need to strengthen students' ability to comprehend text, construct written responses, and support their thinking with relevant evidence.	There is inconsistent implementation of explicit, standards-aligned writing instruction, including modeling and guided practice for constructed responses, use of text evidence, and opportunities for students to engage in sustained writing across content areas. Additionally, teachers need protected collaborative time to analyze student work and assessment data to identify misconceptions
2	While Emergent Bilingual and special education students have demonstrated academic gains, continued growth is needed to close achievement gaps. With approximately 30% of the student population identified as Emergent Bilingual, there is a need for more targeted, explicit, and differentiated interventions that intentionally address the linguistic and academic needs of special populations.	Intervention practices are not yet consistently differentiated or explicitly designed to address the specific linguistic, academic, and individualized needs of Emergent Bilingual and special education students. Staff need continued professional learning, instructional modeling, resources, collaborative planning, and consistent progress-monitoring systems to strengthen the effectiveness of targeted

★ = Priority

School Processes & Programs

Summary

Edgemere International School implements programs and processes designed to support high-quality instruction, student achievement, and a positive school culture. Curriculum and instruction are aligned to the TEKS and high quality instructional materials-district, with an emphasis on strong Tier 1 instruction, the Dual Language model, differentiation, student engagement, and targeted intervention and acceleration. Teachers collaborate through PLTs and Mission Mondays to plan instruction, analyze student work and assessment data, monitor student progress, and respond to identified needs. Professional development is job-embedded and supported through instructional coaching, modeling, walkthrough feedback, learning walks, instructional rounds and collaborative learning opportunities. Campus leadership uses student achievement data, walkthrough trends, staff input, and parent feedback to guide decision-making and monitor campus improvement efforts. The master schedule supports protected instructional time, intervention, enrichment, special education services, and collaboration, while support staff work collectively to address students' academic, behavioral, and social-emotional needs. Technology and digital resources are integrated purposefully to enhance teaching and learning. Communication with families occurs through multiple platforms and bilingual communication, while extracurricular activities, enrichment opportunities, and campus events promote student engagement and belonging. The Roadrunner Way and the 4Bs—Be Kind, Be Safe, Be Responsible, and Be Respectful—provide a common framework for campus expectations, recognition, and school culture.

Strengths

Our school prides itself on a robust academic curriculum that challenges students while fostering a love for learning. We have a dedicated team of educators who are committed to providing personalized instruction that meets the diverse needs of our student body. This commitment ensures that each student can reach their full potential and excel in their studies.

We also emphasize the importance of a supportive and inclusive school environment. Our school culture is built on respect, collaboration, and a strong sense of community. This nurturing atmosphere allows students to feel safe and valued, encouraging them to engage actively in their education and extracurricular activities.

Furthermore, we offer a wide range of extracurricular programs that cater to various interests and talents. These programs provide students with opportunities to develop new skills, build friendships, and gain confidence outside the classroom. Our commitment to holistic education ensures that students receive a well-rounded experience that prepares them for future success.

Lastly, our school maintains strong partnerships with parents and the local community. We believe that education is a collaborative effort, and we actively seek to involve families and community members in school events and decision-making processes. This collaboration enhances the educational experience and strengthens the support network for our students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Collaboration and data-analysis processes do not consistently result in targeted instructional actions.	Teams need more consistent protocols and follow-up for translating student data into specific instructional, intervention, and enrichment decisions.

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Perceptions

Summary

YISD Parent Engagement Survey results reflect an overall positive perception of the school, with families reporting strong levels of satisfaction related to student success, safety, respect and inclusivity, communication, academic support, and access to resources. Families indicated that they understand their child's learning goals, receive information about student progress and school activities, and feel supported as partners in their child's education. Results also indicate opportunities to continue strengthening communication, accessibility, and relationships between families and staff.

The YISD Employee Engagement Survey reflects an overall positive staff perception, with an average rating of **4.17**. Employees reported particularly strong beliefs that their work is meaningful, positively impacts student success, aligns with district values, and contributes to district goals. Staff also demonstrated a clear understanding of expectations and generally viewed the work environment as safe, clean, and positive. Areas for continued growth include providing employees with greater opportunities for input in decision-making, strengthening communication around changes, increasing access to resources and professional development, providing meaningful feedback and recognition, and continuing to build supportive relationships between employees and campus leadership.

Strengths

Survey results indicate several strengths across the campus, including a strong commitment to student success, a shared sense of purpose among staff, and a safe and welcoming school environment. Families report positive perceptions of communication, academic expectations, student support, and access to resources, while employees believe their work is meaningful and positively impacts student achievement. Both surveys reflect a positive school culture built on clear expectations, supportive relationships, family engagement, and a collective commitment to creating an environment where students can succeed.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Opportunities remain to strengthen two-way communication and stakeholder voice across the campus.	Stakeholder feedback is not consistently integrated into communication and campus decision-making.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [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] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**

- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **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] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [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 leadership data**
- [x] **Professional development needs assessment data**
- [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] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Enrichment course/materials**
- [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: SBenchmark/Unit assessments
Curriculum-based assessments
Data File
Formative/Common assessments
Interim STAAR Assessments
IReady
Istation Indicators of Progress (ISIP) assessment data
Lesson plans
Response to Intervention reports (RtI)
STAAR Closing the Gaps
STAAR School Progress
State of Texas Assessments and Academic Readiness (STAAR)
Student portfolios
Texas English Language Proficiency Assessments System (TELPAS)
Walkthrough

Strategy 1

1.1.1 Analyze various data to refine Tier 1 instruction, tailoring it to student needs and performance

Strategy's Expected Result/Impact: Ensure all students achieve significant growth.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teacher(s), Counselor, Instructional Specialist, Instructional Technologists, Interventionist, Part-time tutors, Principal, Sp Ed Teacher(s)

Funding Sources: TEKS Interactive Science Program Title I, Part A, $800

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 2

Provide targeted, accelerated intervention in small groups for all students to meet their individual learning needs, available during the school day, after school, and during intersessions

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth, close learning gaps, and achieve proficiency on grade-level standards.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Interventionist , Paraprofessional , Principal , Sp Ed Teacher(s) ,

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 3

Maintain consistent and effective implementation of the literacy framework, which incorporates engaging and interactive reading programs.

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth, close learning gaps, and achieve proficiency on grade-level standards.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Interventionist , Principal , Sp Ed Teacher(s) ,

Funding Sources: Instructional interactive reading program Title I, Part A, $3,376.63

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 4

Teachers and students monitor data in all content areas. All students, including GT, benefit from advanced and enriched instruction, which includes using technology, supplemental resources, and opportunities for participation in academic competitions.

Strategy's Expected Result/Impact: GT students will demonstrate continued academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teacher, Instructional coaches, Instructional technology teacher, Librarian, Principal

Funding Sources: Enrichment experiences and materials Gifted and Talented, $3,898

Title I: 2.5.1, 2.5.2

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

Analyze various data to refine Tier 1 instruction, tailoring it to student needs and performance

Strategy's Expected Result/Impact: Ensure all students achieve significant growth.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teacher(s), Counselor, Instructional Specialist, Instructional Technologists, Interventionist, Part-time tutors, Principal, Sp Ed Teacher(s)

Formative Reviews

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Strategy 2

Provide targeted, accelerated intervention in small groups/literacy stations for all students to meet their individual learning needs, available during the school day

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth in reading and math as measured by Circle Assessment

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Interventionist , Paraprofessional , Principal , Sp Ed Teacher(s) ,

Formative Reviews

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Strategy 3

Maintain consistent and effective implementation of the literacy and math framework

Strategy's Expected Result/Impact: Students will demonstrate increased academic growth, close learning gaps, and achieve proficiency on grade-level standards.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Interventionist , Principal , Sp Ed Teacher(s) ,

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

Analyze various data to refine Tier 1 instruction, tailoring it to student needs and performance

Strategy's Expected Result/Impact: Ensure all students achieve significant growth.

Staff Responsible for Monitoring: Assistant Principal, Classroom Teacher(s), Counselor, Instructional Specialist, Instructional Technologists, Interventionist, Part-time tutors, Principal, Sp Ed Teacher(s)

Formative Reviews

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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

Analyze various data (IReady, CFU's, CFA's & CP's) to refine Tier 1 instruction, tailoring it to student needs and performance

Strategy's Expected Result/Impact: Students will show growth toward the goal of achieving no less than a 4 on EOY IReady assessment

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher(s), Counselor, Instructional Specialist, Instructional Technologists, Interventionist, Part-time tutors, Sp Ed Teacher(s)

Formative Reviews

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Performance Objective 5

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

Strategy 1

Teachers and students monitor data in all content areas. All students, including GT, benefit from advanced and enriched instruction, which includes using technology, supplemental resources and opportunities to participate in academic competitions.

Strategy's Expected Result/Impact: Ensure all students meet academic growth.

Staff Responsible for Monitoring: principal, assistant principal, classroom teacher, instructional coaches, instructional technology teacher, librarian

Funding Sources: Enrichment experiences and supplies Gifted and Talented, $3,898

Title I: 2.5.1

Formative Reviews

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Performance Objective 6 ☑ High Priority

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

Evaluation Data Source: Benchmark/Unit assessments , Curriculum-based assessments , Student data trackers , Interim STAAR Assessments , IReady , Amira Indicators of Progress (ISIP) assessment data ,

Strategy 1

Teachers deliver robust Tier 1 instruction across all content areas, use various data sources to track student progress at every level, and implement interventions to address and close learning gaps.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 7

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

Evaluation Data Source: Benchmark/Unit assessments , Curriculum-based assessments , Data File , Interim STAAR Assessments , IReady , Istation Indicators of Progress (ISIP) assessment data ,

Strategy 1

Teachers deliver robust Tier 1 instruction across all content areas, use various data sources to track student progress at every level, and implement interventions to address and close learning gaps.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth in academic achievement and proficiency as teachers use data to inform instruction, monitor progress, and provide targeted support to address learning gaps.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Interventionist , Part-time tutors , Principal ,

Title I: 2.5.1, 2.5.2

Formative Reviews

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Performance Objective 8

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

Evaluation Data Source: Benchmark/Unit assessments
Computer-assisted instructional programs
Curriculum-based assessments
Data File
Faculty and Staff Training Documentation Form
Formative/Common assessments
Interim STAAR Assessments
Istation Indicators of Progress (ISIP) assessment data
State of Texas Assessments and Academic Readiness (STAAR)
Student portfolios
Texas English Language Proficiency Assessments System (TELPAS)

Strategy 1 ☑ Targeted Support Strategy

Maintain consistent and effective implementation of the literacy framework, which incorporates engaging and interactive reading programs as well as the structured use of Summit K-12.

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

Funding Sources: Supplemental English Language Development (ELD) Digital Resource Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Execute the Dual Language model effectively by employing high-impact strategies like Talk Read Talk Write, Toma La Palabra, Sheltered Instruction, and lead4ward for all students enrolled in the program.

Strategy's Expected Result/Impact: Students will actively engage in meaningful academic discourse, reading, writing, and collaborative learning experiences that strengthen language development, content mastery, and critical thinking skills.

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

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 9

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

Evaluation Data Source:
Benchmark/Unit assessments , Curriculum-based assessments , Data File , Formative/Common assessments , Interim STAAR Assessments , Istation Indicators of Progress (ISIP) assessment data , State of Texas Assessments and Academic Readiness (STAAR) , Student portfolios , Walkthrough , PLT agendas

Strategy 1

Implement the literacy framework that incorporates whole and small group instruction, utilizes high quality instructional materials, integrates interactive educational reading programs, and

employs high-impact strategies such as TRTW and Lead4ward.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Instructional Technologists , Interventionist , Paraprofessional , Principal , Sp Ed Teacher(s) ,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 2

Special education teachers will engage in PLCs to plan, review student work, monitor progress, and collaborate on support strategies.

Strategy's Expected Result/Impact: Through collaborative planning, progress monitoring, and analysis of student work, students will receive more effective and individualized support, leading to improved the number of students meeting on STAAR.

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

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

Strengthen a positive and collaborative campus culture by providing consistent opportunities for staff voice, recognition, shared decision-making, and meaningful collaboration to increase employee engagement and sense of belonging.

Strategy's Expected Result/Impact: Increased staff engagement, collaboration, and sense of belonging, as evidenced by an Employee Engagement Survey satisfaction score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Custodian , Faculty and Staff , Paraprofessional , Part-time tutors , Principal , Sp Ed Teacher(s) ,

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

School personnel will deliver exceptional service in every interaction with parents & the community through effective and timely communication. Faculty will actively engage with parents, offering guidance on how to support their children's learning.

Strategy's Expected Result/Impact: Staff will report increased satisfaction, engagement, and sense of belonging, resulting in an Employee Engagement Survey score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Faculty and staff

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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 parent and family workshops at least once per nine weeks based on identified campus and family needs. Workshops will provide families with information, resources, and strategies to support student learning, attendance, social-emotional development, and overall student success.

Strategy's Expected Result/Impact: Increased parent and family participation and engagement in supporting student success, with families gaining strategies, resources, and information they can use to support learning at home.

Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal, Teachers

Funding Sources: Parent Workshops Title I, Part A, $960

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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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

Increase student engagement and school connectedness by providing and promoting a variety of extracurricular and enrichment opportunities, including UIL academic competitions, art contests, Student Council, and other academic, leadership, fine arts, and service activities.

Strategy's Expected Result/Impact: At least 50% of students will participate in one or more extracurricular or enrichment activities, resulting in increased student engagement, leadership opportunities, school connectedness, and sense of belonging.

Formative Reviews

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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

Monitor campus expenditures regularly to ensure funds are used effectively, remain within budget, and align with identified campus needs and improvement priorities.

Strategy's Expected Result/Impact: Campus expenditures will remain within the allocated budget while effectively supporting identified campus needs and improvement priorities.

Staff Responsible for Monitoring: Principal, Secretary

Formative Reviews

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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 consistent campus procedures for financial management, cash handling, inventory, purchasing, and required documentation, with regular monitoring to ensure compliance with district guidelines.

Strategy's Expected Result/Impact: Campus financial and operational procedures will remain compliant with district requirements, resulting in no material campus-level audit, compliance, inventory, cash handling, or financial procedure findings.

Staff Responsible for Monitoring: Principal, secretary

Formative Reviews

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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

Implement and monitor campus safety procedures to ensure all required drills, exercises, documentation, and safety protocols are completed in accordance with district and Texas School Safety Center requirements.

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

Staff Responsible for Monitoring: Principal, Assistant Principal-Safety Coordinator

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Edgemere International School

Total SCE Funds: $383,803.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

Grade levels, the Physical Education Department, Special Education Teachers, and Leadership teams convene in sr Improvement Plan (CIP) Goals and Actions. Feedback and decisions from all teachers are collected and analyzed, p the effectiveness of our current strategies and identifying specific areas for improvement. Input is systematica Form.CNA Timeline: Start Date: Second month of the second semester. End/Due Date: Last month of the second s teacher responses with a focus on key areas, including: Staff Quality, Recruitment, Retention, and Profession Instruction, and Assessment, Parent and Family Engagement, Student Achievement, Technology, College and Care and Climate, School Safety & Security, Campus and district data, along with other relevant sources, are revie comprehensive understanding of our current standing.The Campus Educational Improvement Committee (CEIC) Needs Assessment (CNA) during the spring meeting, discussing strengths and opportunities for improvement. Finaliz and integrated into the Campus Improvement Plan, which outlines goals and actions for the next school year.

1.2 Location for Evidence of Multiple Meetings Held

CEIC Meeting held on 8/31/26-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)

Campus leadership met in late May of 2026 with the CEIC to review student data, feedback and recommendations from staff. CEIC discusses campus needs, available resources, staffing and scheduling and budget considerations to determine which programs and initiatives should continue, be adjusted or be added for the upcoming school year

2.2 Stakeholders 1114(b)(2)

Edgemere International incorporates input from staff, families, and community stakeholders to guide the ongoing review and refinement of the Campus Improvement Plan. Evidence is included in the CEIC meeting held on 8/31/26 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

Documentation is maintained through formative and summative reviews and CEIC meeting minutes. Throughout the year, campus leadership and CEIC review student performance data, progress toward campus goals, and the effectiveness of programs and interventions. Based on the data and stakeholder feedback, adjustments are made as needed. The annual summative review is used to determine program effectiveness and identify needs and priorities for the following school year.