Ysleta Independent School District

Ysleta Pre-K

Accountability Rating: B

2026-2027 Campus Improvement Plan

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Mission Statement

Ysleta Pre-K Center commits to ensure that all students with diverse backgrounds and needs have a safe, positive, and engaging, educational experience so that they become confident, independent, and motivated learners socially and academically for kinder and throughout their educational career.

Vision

Building a foundation where every child feels safe, valued, and emotionally equipped to navigate the world.

Value Statement

Where the adventure begins!

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 19

Goals 20

Goal 1 : Our Future 21

Goal 2 : Our People 23

Goal 3 : Our Investment 26

State Compensatory Education 28

Budget for Ysleta Pre-K 29

Title I Summary 30

Title I 31

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 31

1.1 Description of CNA Process 31

1.2 Location for Evidence of Multiple Meetings Held 31

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 31

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 31

2.2 Stakeholders 1114(b)(2) 31

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 31

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 31

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 31

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 32

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 32

Comprehensive Needs Assessment

Demographics

Summary

Our campus is dedicated to nurturing the educational journey of our youngest learners, serving a total of 430 preschool and pre-kindergarten students. This diverse group of children brings a wide range of experiences and backgrounds, enriching our school community.

Among our students, 143 receive special education services. We are committed to providing these students with the individualized support and resources they need to thrive, ensuring that every child has access to a quality education tailored to their unique needs.

A significant portion of our student body, 376 children, are identified as economically disadvantaged. We strive to create an inclusive and supportive environment that addresses the challenges these students may face, offering programs and initiatives designed to support their academic and personal growth.

Additionally, 189 of our students are emergent bilinguals. We recognize the importance of fostering language development and cultural understanding, and we are proud to offer a dual language program. This program not only supports bilingualism and biliteracy but also promotes cross-cultural competencies, preparing our students for a globalized world.

Strengths

Parental involvement is a cornerstone of our school's success, and we are fortunate to have a community of parents who are deeply engaged in their children's education. The youthful age of our students naturally encourages parents to take an active role, and this is reflected in the high participation rates we see at our numerous events throughout the year. This involvement not only enhances the educational experience for our students but also fosters a strong sense of community and collaboration between the school and families. By working closely with parents, we are able to create a supportive and nurturing environment that promotes the academic and social development of our students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our student attendance rate for the 25-26 school year was at 93.5% We would like to increase it to 95%	Our students are very young and our 3 year old students only attend a half day sometimes parents do not understand that if a student misses a day they miss a lot.

★ = Priority

Student Learning

Summary

The end-of-year data from the CLI assessments indicates that our students are excelling in their foundational literacy skills. Specifically, students at YPK have demonstrated exceptional proficiency in letter naming, achieving an impressive score of 97%. This high level of performance reflects the effectiveness of our literacy instruction and the dedication of both our educators and students in mastering this critical skill.

Furthermore, our students have also shown strong capabilities in rapid vocabulary, with a commendable score of 89%. This achievement underscores the success of our vocabulary development strategies and highlights the students' ability to quickly and accurately recognize and understand a wide range of words. These results are a testament to the hard work and commitment of our teaching staff in fostering a rich language environment that supports vocabulary acquisition and overall literacy development.

Strengths

At Ysleta Pre-K, our students are demonstrating exceptional proficiency in vocabulary acquisition, as evidenced by our impressive rapid vocabulary CLI scores of 89%. This achievement highlights the effectiveness of our language development programs and the dedication of our educators in fostering a rich linguistic environment. Furthermore, our students' remarkable 97% score in letter knowledge underscores their strong foundational skills in literacy, which are crucial for their continued academic success. These high levels of achievement reflect our commitment to providing a nurturing and stimulating educational experience that supports early childhood development.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Over the last two years, behavioral disruptions have increased in all classrooms, resulting in significant loss of instructional time leaving teachers to focus on the behaviors.	We are finding that more and more students are coming to us without prior diagnosis and more students are qualifying for special education services.

★ = Priority

School Processes & Programs

Summary

At Ysleta Pre-k, we pride ourselves on having robust school processes that ensure a smooth and efficient operation. One of the key components of our process is the annual parent orientation, which is conducted for every new student joining our school. This orientation is crucial as it provides parents with a comprehensive understanding of our school's expectations and procedures, particularly concerning the safety of their children.

During the orientation, we emphasize the importance of adhering to our safety protocols, which include detailed drop-off and pick-up procedures. These procedures are designed to ensure the safety and security of all students while maintaining an orderly environment. We make it a priority to communicate these expectations clearly to parents so that they can partner with us in maintaining a safe school environment.

Furthermore, all our employees are thoroughly trained to follow these procedures and are committed to enforcing them consistently. This collective effort from our staff ensures that our school remains a safe and welcoming place for all students and their families. By working together, we create a community that values safety and efficiency, allowing us to focus on providing a high-quality educational experience for our young learners.

As a school, we place a strong emphasis on collaboration and consistency, which is why our teachers regularly participate in Professional Learning Teams (PLTs). These sessions are crucial for ensuring that there is alignment in teaching practices and curriculum delivery across the entire campus. During PLTs, teachers engage in meaningful dialogue, support one another, and exchange innovative ideas that enhance their instructional strategies and ultimately benefit student learning.

In addition to our teachers, we recognize the vital role that Teaching Assistants (TAs) play in the educational process. To equip them with the necessary skills and knowledge, we provide after-school training sessions focused on upcoming units. These sessions are designed to prepare TAs for the new content they will be supporting in the classroom. Furthermore, we allocate time for TAs to develop and refine strategies that they can implement, ensuring they are well-prepared to contribute effectively to the learning environment.

Strengths

At Ysleta Pre-K, we are fortunate to have a community of parents who are fully supportive of our procedures. Their appreciation for the measures we have in place to ensure student safety is a testament to the trust they place in our institution. This partnership with parents is crucial in creating a secure and nurturing environment for our young learners.

Our commitment to excellence is further demonstrated through our comprehensive training program for new employees. By pairing them with experienced mentors, we ensure that they are well-prepared and fully aware of what to expect in their roles. This mentorship not only facilitates a smooth transition into our school community but also upholds the high standards we set for our educational environment.

The dedication of our teachers and staff is evident in their participation in weekly meetings. These gatherings provide a platform to address any concerns promptly and collaboratively, fostering a culture of continuous improvement. Additionally, our close collaboration with the Social Emotional Learning (SEL) team allows us to extend tailored support to students who may require additional assistance. This holistic approach ensures that every child receives the care and attention they need to thrive both academically and emotionally.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We have several students that arrive after 7:30AM and miss the morning breakfast with their classmates.	Parents perceive the early morning routine as flexible "playtime" rather than essential instruction or feel that they eat breakfast and home and skip the breakfast routine.

★ = Priority

Perceptions

Summary

At Ysleta Pre-k, we are delighted to hear that parents are very satisfied with the educational experience their children are receiving. It is our mission to create a nurturing and supportive environment where every child feels safe and valued. We prioritize safety as a fundamental aspect of our school culture, ensuring that our students can learn and grow in a secure setting.

We are committed to fostering student achievement by providing a robust curriculum that challenges and engages young minds. Our dedicated educators work tirelessly to tailor learning experiences that cater to the diverse needs of our students, helping them reach their full potential. We also recognize the importance of enriching experiences that extend beyond the classroom, offering a variety of activities that stimulate curiosity and creativity.

Moreover, we understand that parents play a crucial role in their child's education, and we are proud to offer numerous opportunities for parental involvement. By actively engaging parents in the educational process, we strengthen the home-school connection and create a collaborative community focused on the success of every child. We are grateful for the positive feedback and remain committed to maintaining these high standards.

As a school, we collaborate closely with Head Start by sharing our academic calendar to ensure alignment and coordination of schedules. However, there have been instances where Head Start has had to cancel classes, and these changes were not communicated to us in a timely manner. This lack of communication can lead to confusion and inconvenience for parents who rely on consistent scheduling information. To address this issue, we are committed to enhancing our communication efforts with Head Start. We will proactively reach out to them to establish a more reliable communication channel, ensuring that any changes to their calendar are promptly shared with us. This will enable us to keep parents well-informed and minimize any disruptions to their planning.

Strengths

At our campus, we recognize the critical role that play serves in the learning process. We understand that through play, children develop essential cognitive, social, and emotional skills that form the foundation for lifelong learning. By integrating play into our curriculum, we create an engaging and dynamic environment where students can explore, experiment, and discover the world around them in a meaningful way.

We are committed to enriching our students' educational journey by providing a wide array of experiences beyond the traditional classroom setting. Activities such as field trips, the fairy book ball, and our fall events are designed to broaden students' horizons, spark their curiosity, and foster a love for learning. These experiences not only enhance academic understanding but also contribute to the development of well-rounded individuals.

Our dedicated teachers play a pivotal role in promoting our school through their daily interactions and the nurturing environment they create for our students. Their passion and commitment to excellence are evident in the positive experiences they provide, which resonate with both students and parents alike. This dedication is a testament to the quality of education we offer and is a key factor in the strong reputation we have built within the community.

The reputation of Ysleta Pre-K extends far beyond our immediate neighborhood, attracting families from across the city. This is largely due to the positive word-of-mouth endorsements from parents who have witnessed firsthand the exceptional experiences their children have had at our school. We take great pride in the trust and confidence that parents place in us, knowing that their children will receive a nurturing and enriching educational experience at Ysleta Pre-K.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We need to increase the communication between teachers and parents.	Parents are specifically requesting more communication between head start and us they also want more pictures of events at our school.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our student attendance rate for the 25-26 school year was at 93.5% We would like to increase it to 95%	Our students are very young and our 3 year old students only attend a half day sometimes parents do not understand that if a student misses a day they miss a lot.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [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] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [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] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [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: State Assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Support instruction in Technology, Math, Science, Reading, Writing, Social Studies and innovative learning.

Strategy's Expected Result/Impact: Student knowledge and CLI scores will reflect an increase.

Staff Responsible for Monitoring: Administration, instructional coach, teachers, and instructional aides.

Funding Sources: Manipulatives, school supplies, books, visual supports, sand, and other resources for hands on activities Title I, Part A, $21,222

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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

Utilize high quality resources and manipulatives to support math and reading instruction.

Strategy's Expected Result/Impact: Circle assessments of students meeting readiness criteria will increase and developmental checklists will also demonstrate gains.

Staff Responsible for Monitoring: Administration, curriculum coach, and teachers.

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Strategy 2

Teachers will implement dual language model by providing science instruction in English. EL strategies and best practices will also continue to be monitored.

Strategy's Expected Result/Impact: EL students meeting EOY Circle readiness criteria will increase, developmental checklists and language assessments will show increased English proficiency.

Formative Reviews

November	March	May

Strategy 3

Increase the percentage of SPED students identified as ready in Reading as measured by the CLI Assessment or Developmental Checklist scores. Provide intervention time in Reading and Math on a daily basis.

Strategy's Expected Result/Impact: Show improvement in CIRCLE and readiness checklists.

Staff Responsible for Monitoring: Administration, diagnostician, teacher and instructional aides.

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 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide teachers and staff opportunities to grow by creating a PLT schedule for teachers to collaborate, attend PD, provide campus professional develop opportunities.

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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

November	March	May

Strategy 2

Hire SEE teachers/tutors to support teachers.

Strategy's Expected Result/Impact: Teachers and instructional aides will feel supported with the additional help especially as the school year begins.

Staff Responsible for Monitoring: administration, curriculum coach, teachers

Funding Sources: salary for SEE teachers/tutors Title I, Part A, $37,000

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

Effective and constant communication with parents through monthly calendars, Class Dojo, school social media and phone calls.

Formative Reviews

November	March	May

Strategy 2

Hold orientation for every parent that enrolls their child at YPK.

Strategy's Expected Result/Impact: Parents understand our safety measures and the various events throughout the year.

Staff Responsible for Monitoring: Administration, teachers, office staff, leadership team

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

Host parent nights that focus on literacy, math, science, PE, STEM, thematic units in our curriculum, career days and the arts.

Strategy's Expected Result/Impact: Parental involvement involvement will increase. We will look at sign in sheets and parent feedback surveys for additional opportunities.

Staff Responsible for Monitoring: Administrators, teachers, leadership team and instructional aides.

Funding Sources: decorations, snacks, literacy bags, manipulatives, Title I, Part A, $3,416

Formative Reviews

November	March	May

Strategy 2

Our librarian will organize and facilitate our campus volunteer program.

Strategy's Expected Result/Impact: Increase parental involvement and ensure parents feel welcomed at YPK.

Staff Responsible for Monitoring: Librarian, administration, counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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

We will have various events throughout the school year for students to participate such as Under the Sea art exhibit, fall festivities, transportation parade, Fairy book ball, and Fancy Nancy all tied to our thematic units.

Strategy's Expected Result/Impact: Students will get a culminating activity at the end of each unit and provide them with experiences to celebrate the end of the unit.

Staff Responsible for Monitoring: Teachers, curriculum coach, leadership team, administration.

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

Allocate budget accordingly and meet with stakeholders and secretary to discuss budget status and spending.

Strategy's Expected Result/Impact: We will order what is needed and stay within budget.

Staff Responsible for Monitoring: Administration & secretary

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Have systems in place for fundraising events and keep inventory of fundraising merchandise.

Strategy's Expected Result/Impact: Pass district audits and continue to improve our systems.

Staff Responsible for Monitoring: secretary, admin

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

Practice monthly drills and have procedures in place so that all students, staff and visitors are aware of drills and what to do.

Strategy's Expected Result/Impact: Keep students safe in our school

Staff Responsible for Monitoring: Administration and all school staff

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Ysleta Pre-K

Total SCE Funds: $92,807.00

Total FTEs Funded by SCE: 2

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

The staff completed a comprehensive needs assessment reviewing state local and school data to identify areas of strength and areas in need of improvement. Attendance, CIRCLE, CLI data, pre school checklist data, sped referrals, campus and classroom, parent surveys and employee survey data were used in the CNA. Priorities were identified and strategies were developed collaboratively with the all stakeholders. Progress monitoring was included as per CIP to review and revise as needed.

1.2 Location for Evidence of Multiple Meetings Held

CIP meeting was held on August 31, 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)

We met with the leadership team in summer and based ourselves on the plan that was developed the prior years. We also reviewed the plan with teachers and CIP members on August 31.

2.2 Stakeholders 1114(b)(2)

We review survey data from our parent survey, staff survey and present the plan during our CIP meeting

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

Plan is posted on the district website.

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

not applicable

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

not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

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