Ysleta Independent School District

Scotsdale Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

At Scotsdale Elementary, we lead with all our heart. We are committed to ensuring every child is known, valued, challenged, and empowered through exceptional instruction, meaningful relationships, student leadership opportunities, and strong partnerships with our families and Together, we inspire every Cadet to achieve academic excelence, lead with integrity, and make a positive impact on the world around them.

Vision

Scotsdale strives to be a school where every heart is inspired, every mind is challenged, every voice is valued, and every Cadet is empowered to achieve academic excelence, lead with integrity, and make a positive impact on our community.

Value Statement

At Scotsdale Elementary, we lead, learn, and grow with all our heart. We believe that every child deserves to feel valued, supported, and empowered to succeed. Our core values—**Be Respectful, Be Responsible, Be Brave, and Be Kind**—guide our actions, strengthen our relationships, and shape our school culture. Through high expectations, meaningful connections, and a shared commitment to excellence, we cultivate a community where every Cadet belongs, every voice matters, and every heart has the opportunity to shine.

Our Core Values

- Be Respectful: We honor the dignity, perspectives, and contributions of others.
- Be Responsible: We take ownership of our actions, learning, and commitments.
- Be Brave: We embrace challenges, demonstrate perseverance, and lead with courage and integrity.
- Be Kind: We show compassion, build meaningful relationships, and care for one another.

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Comprehensive Needs Assessment

Demographics

Summary

Scotsdale Elementary School proudly stands as the largest institution within the Eastwood feeder pattern, serving approximately 750 students ranging from preschool for three-year-olds through to the 5th grade. Our school community is united under the spirited symbol of our mascot, the Cadet, which embodies the values and aspirations we instill in our students.

Our student body is richly diverse, with a significant majority of 712 students identifying as Hispanic, alongside 30 White, 1 American Indian, 3 Asian, 1 Pacific Islander, and 2 students identifying with two or more races. This diversity enriches our school environment, fostering a culture of inclusivity and mutual respect among students and staff.

A substantial portion of our student population, 67%, is classified as economically disadvantaged. This statistic underscores the importance of providing equitable resources and support to ensure that all students have the opportunity to succeed academically and personally, regardless of their economic background.

We have a dedicated focus on supporting students with specific needs, as evidenced by the 4.5% of our students who are served under Section 504 plans. These plans are crucial in providing accommodations that enable students with disabilities to access the general education curriculum effectively.

Our school is committed to supporting emergent bilingual students, who make up 18.6% of our population. We strive to provide these students with the necessary language support and resources to help them achieve proficiency in English while valuing and maintaining their native languages.

Special education services are a vital component of our educational offerings, with 22.6% of our students receiving specialized instruction tailored to their unique learning needs. Our dedicated special education team works tirelessly to ensure that these students receive the individualized support they require to thrive.

We are also mindful of the unique challenges faced by our military-connected students, who comprise 1.5% of our student body. We aim to provide a stable and supportive environment that acknowledges and respects the sacrifices made by military families.

Lastly, 43% of our students are identified as at risk, highlighting the need for targeted interventions and support systems to address potential barriers to their academic success. Our school is committed to implementing strategies and programs that support these students in overcoming challenges and achieving their full potential.

Strengths

- **Strong cultural identity and representation.** With approximately 95% of students identifying as Hispanic, Scotsdale serves a community with a strong shared cultural identity. This creates opportunities to build meaningful school-family relationships, culturally responsive instruction, and a strong sense of belonging.
- **Rich linguistic diversity.** With 18.6% of students identified as emergent bilingual, multilingualism is an important asset within the campus. Students' home languages and cultural knowledge can be leveraged to strengthen literacy, communication, and family engagement.

- **Large and diverse student community.** As the largest elementary school in the Eastwood feeder pattern, with approximately 750 students from preschool through fifth grade, Scotsdale has the opportunity to establish a strong pipeline of academic preparation, leadership development, and school identity beginning at an early age.
- **Inclusive learning environment.** Scotsdale serves a substantial special education population (22.6%) as well as students receiving Section 504 accommodations (4.5%). This reflects a campus community accustomed to supporting diverse learning needs and provides opportunities for strong collaboration among general education, special education, intervention, and support staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	43% of Scotsdale Elementary students are identified as at risk, and 67% are economically disadvantaged, indicating that a significant portion of the student population may experience barriers that can negatively impact academic achievement and progress.	Campus systems for early identification, targeted intervention, progress monitoring, and differentiated support have not been implemented with sufficient consistency across all grade levels to ensure students experiencing academic barriers receive timely and responsive support.

 = Priority

Student Learning

Summary

Scotsdale Elementary continues to demonstrate strong overall academic performance, while campus data identifies specific areas for continued growth. The campus met the state accountability target of a **C rating or better**. Third-grade STAAR performance showed positive results, with **66% of students achieving Meets Grade Level in Reading**, an increase from 64%, and **58% achieving Meets Grade Level in Mathematics**, an increase from 50%. Third-grade Domain 1 performance also increased from **56% to 60%**.

Strengths

- Third-grade Reading achievement is a strength. The percentage of third-grade students achieving Meets Grade Level on STAAR Reading increased from 64% to 66%, meeting the campus target.
- Third-grade Mathematics achievement demonstrated growth. Students achieving Meets Grade Level increased from 50% to 58%, an 8-percentage-point improvement, and the campus met its target.
- Pre-K Mathematics readiness is a significant strength. 98% of Pre-K students were identified as ready in mathematics on CIRCLE, increasing from 92% and meeting the campus target.
- Students in grades 1–3 demonstrate strong reading growth. 84% of students demonstrated growth in reading competency as measured by Istation, meeting the campus target.
- STAAR Reading growth remains a strength. 70% of students demonstrated growth in Reading, and the campus met its established target.
- Students receiving special education services demonstrated strong Reading achievement relative to the established target. 56% of SPED students achieved Meets Grade Level in STAAR Reading, and the scorecard indicates the target was met. SCOES Campus Score Cards 2026-0...
- Third-grade overall performance improved. The third-grade Domain 1 score increased from 56% to 60%, meeting the campus target.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	English Learner achievement in Reading is below expectations. The percentage of EL students achieving Meets Grade Level on STAAR Reading decreased from 62% to 38%, and the campus did not meet its target.	Instruction for English Learners may not consistently integrate explicit language development, academic vocabulary, structured student discourse, and differentiated supports within grade-level Tier 1 Reading instruction, limiting students' opportunities to develop both language proficiency and comprehension of rigorous text.
2	Pre-K Reading readiness decreased from 84% to 79%, while Kindergarten Reading readiness decreased from 74% to 62%.	Foundational literacy skills need to be taught and monitored with sufficient consistency and intensity across all early childhood classrooms, resulting in gaps in students' development of phonological awareness, letter knowledge, phonics, oral language, and early decoding skills.
3	Overall STAAR Meets performance decreased from 66% to 62%, while Masters remained at 28%; neither target was met.	Students are not consistently experiencing the depth and rigor of grade-level TEKS necessary to independently apply learning to complex, multi-step, and higher-order tasks, limiting movement from Approaches to Meets and from Meets to Masters performance.
4	The percentage of students demonstrating STAAR Mathematics growth decreased from 75% to 68%, and the campus did not meet its target.	Mathematics instruction is not consistently using formative assessment data to identify individual skill gaps and provide timely differentiated instruction, intervention, and enrichment, resulting in inconsistent academic growth across student performance levels.

★ = Priority

School Processes & Programs

Summary

Scotsdale Elementary implements a variety of programs and processes designed to support high-quality instruction, student achievement, staff development, and a positive school culture.

Curriculum and Instruction:
Teachers implement district curriculum and grade-level standards through rigorous Tier 1 instruction. Universal screeners, including mCLASS/Amira and i-Ready, along with classroom assessments, checkpoints, interim assessments, and STAAR data, are used to monitor student progress and identify instructional needs. A designated intervention block provides opportunities for targeted intervention and enrichment without removing students from Tier 1 instruction. Teachers use small-group instruction, differentiation, and progress monitoring to address individual student needs.

Professional Development and Instructional Support:
Professional learning is aligned with campus and district priorities and identified student needs. Teachers participate in collaborative planning, data analysis, structured literacy support, and ongoing professional learning. Campus administrators conduct walkthroughs, observations, and learning walks to provide feedback and monitor implementation of instructional practices. Professional Learning Teams provide opportunities for teachers to collaborate, analyze student work and assessment data, and adjust instruction.

Leadership and Decision-Making:
The campus leadership team uses multiple sources of data to identify needs, establish priorities, monitor progress, and make instructional and operational decisions. The Campus Educational Improvement Committee (CEIC) provides staff, parent, and community stakeholders opportunities to participate in campus planning and decision-making. The Campus Improvement Plan is reviewed throughout the year through formative and summative processes.

Communication and Family Engagement:
Scotsdale communicates with families through ClassDojo, email, phone calls, social media, parent conferences, campus events, and the school website. Family engagement opportunities are provided throughout the year to strengthen school-family partnerships and keep parents informed about student learning, campus programs, and school activities.

Student Support and Scheduling:
Campus schedules protect Tier 1 instructional time while providing designated opportunities for intervention, enrichment, special education services, dyslexia services, speech services, counseling, and other student supports. Student academic and behavioral data are reviewed to determine appropriate supports and monitor progress.

Extracurricular and Cocurricular Opportunities:
Students have access to extracurricular and enrichment opportunities that promote leadership, belonging, and student interests. After-school clubs are supported by campus leadership and instructional aides who volunteer their time to provide additional opportunities for students beyond the regular instructional day.

Technology Integration:
Technology is incorporated into instruction, assessment, intervention, progress monitoring, and communication. Digital instructional and assessment platforms are used to support differentiated learning, provide timely student data, and strengthen communication between school and home.

Overall, Scotsdale's programs and processes are designed to support the campus commitment that every child is known, challenged, and empowered through rigorous instruction, meaningful relationships, targeted support, and opportunities for leadership and engagement.

Strengths

1. **Strong Instructional Practices:** Scotsdale Elementary implements a standards-aligned curriculum focused on rigorous Tier 1 instruction, student engagement, and academic achievement.

2. **Collaborative Professional Learning:** Professional Learning Teams (PLTs) provide opportunities for teachers to collaborate, analyze student performance data, plan instruction, and share effective instructional practices.
3. **Comprehensive Student Support Systems:** Scotsdale provides designated intervention opportunities, special education services, dyslexia support, counseling, and additional academic resources to address diverse student needs.
4. **Positive Campus Culture and Leadership:** Campus leadership promotes a collaborative environment centered on high expectations, positive relationships, student leadership, and shared responsibility for student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus instructional systems for using assessment data to plan differentiated Tier 1 instruction, targeted intervention, and enrichment are not yet implemented with consistent expectations and fidelity across grade levels, resulting in variability in student achievement and growth.	Grade-level teams have varying processes for analyzing student data and using the results to make instructional decisions. A consistent campus-wide system for data analysis, differentiated instructional planning, intervention/enrichment, and progress monitoring has not been fully established or monitored for implementation.

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Perceptions

Summary

Scotsdale Elementary is committed to fostering a positive, welcoming, and collaborative school environment where students, staff, and families feel valued, respected, and connected. Guided by our campus theme, "With All My Heart," we prioritize meaningful relationships, open communication, shared leadership, and a collective commitment to student success.

School Culture and Climate: Scotsdale promotes a positive school culture grounded in high expectations, mutual respect, student leadership, and a sense of belonging. Our campus values of being Respectful, Responsible, Brave, and Kind guide student behavior, relationships, and daily interactions. Staff members work collaboratively to create a safe, supportive, and engaging learning environment.

Family and Community Engagement: The campus provides opportunities for families to participate in their children's education through parent-teacher conferences, campus celebrations, family engagement activities, and school events. Scotsdale encourages partnerships with families and community stakeholders to strengthen relationships and support student achievement.

Communication: Scotsdale utilizes multiple communication platforms, including ClassDojo, email, phone calls, social media, and the campus website, to share important information, celebrate accomplishments, and maintain communication with families. Campus leadership promotes accessibility and responsiveness to parent and staff questions and concerns.

Staff Collaboration and Leadership: Campus leadership encourages shared decision-making, professional collaboration, and staff input through Professional Learning Teams, faculty meetings, leadership discussions, and the Campus Educational Improvement Committee (CEIC). Staff contributions and accomplishments are recognized to promote a positive and supportive working environment.

Stakeholder Feedback and Continuous Improvement: Feedback from staff, families, and students, along with participation data, surveys, and campus discussions when available, helps identify strengths and opportunities for improvement. Scotsdale strives to use stakeholder input to strengthen campus practices, improve communication, and increase engagement.

Commitment to Continuous Improvement: Scotsdale remains focused on strengthening relationships, maintaining a positive school climate, increasing family engagement, and ensuring that every stakeholder feels heard, respected, and valued.

Strengths

1. **Positive School Culture:** Scotsdale Elementary promotes a welcoming and supportive school environment grounded in positive relationships, high expectations, student leadership, and shared campus values.
2. **Strong Family Communication:** The campus utilizes multiple communication platforms to keep families informed, celebrate student accomplishments, and encourage meaningful partnerships between home and school.
3. **Collaborative Leadership:** Campus leadership promotes teamwork, shared decision-making, professional collaboration, and opportunities for staff and stakeholder input through campus committees and Professional Learning Teams.
4. **Family and Community Engagement Opportunities:** Scotsdale provides a variety of schoolwide events, parent conferences, extracurricular activities, and opportunities for families to participate in the school community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While employee engagement and parent satisfaction meet or exceed campus targets, the campus needs a consistent process for gathering, analyzing, and responding to stakeholder feedback throughout the school year to ensure student, staff, and family perspectives inform continuous improvement efforts.	The campus relies primarily on periodic survey results and informal feedback, rather than a systematic process for collecting and analyzing stakeholder perceptions throughout the year and communicating how feedback is used to guide campus decisions.

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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] **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] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

- [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] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

K-5 will implement the District's Balanced Literacy Framework to include the Writer's Workshop model to align instructions to the TEKS and ELPs. Supplemental reading programs and resources will be purchased to enhance our state adopted program.

Strategy's Expected Result/Impact: A rating for the campus and RLA Distinction

Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionist, Classroom Teachers

Funding Sources: Scholastic News Magazine and Storyworks and instructional software (Generation Genius, Braining Camp, Lone Star, Summit K-12, and Reflex) Title I, Part A, 211-11-6329-00-117-24-000-A, $13,843

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Scotsdale Elementary will strengthen Tier 1 instruction in RLA, mathematics, science, and social studies through the consistent implementation of research-based instructional practices and the strategic use of supplemental materials and programs aligned to the Texas Essential Knowledge and Skills (TEKS) and state-adopted instructional materials. Supplemental resources will be used to address identified student needs, support differentiation, and provide opportunities for intervention and enrichment.

Strategy's Expected Result/Impact: Teachers will consistently implement high-quality Tier 1 instructional practices and utilize aligned supplemental resources to address student learning needs. As a result, students will demonstrate increased mastery of grade-level TEKS and improved performance on campus, district, and state assessments.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers

Funding Sources: General Supplies Title I, Part A, 211-11-6329-00-117-24-000-A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 3

Scotsdale Elementary will strengthen Gifted and Talented (G/T) programming by providing identified G/T students with enriched and extended learning opportunities that promote critical thinking, creativity, problem-solving, and academic achievement. The campus will provide appropriate instructional materials and technology to support differentiated learning, offer opportunities for students to participate in academic competitions and enrichment activities, and host at least one parent workshop to provide families with information and resources to support the academic and social-emotional needs of gifted learners.

Strategy's Expected Result/Impact: G/T students will demonstrate increased engagement, academic growth, and opportunities to apply advanced thinking skills in authentic settings. Families will also have a greater understanding of G/T services and strategies for supporting gifted learners at home, strengthening the school-family partnership and contributing to overall campus academic performance.

Staff Responsible for Monitoring: GT coordinators

Funding Sources: Workshops, technology, materials, field trips/transportation, GT enrichment camp Gifted and Talented, $4,265, Intersession GT Enrichment Camp Gifted and Talented, 199-11-6118-00-117-21-000, $1,140

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

Implement the district-adopted Pre-K curriculum and instructional resources with fidelity to provide rigorous, standards-aligned literacy and mathematics instruction that prepares students for kindergarten readiness.

Strategy's Expected Result/Impact: Increase Circle EOY Data

Staff Responsible for Monitoring: Administrators and PreK Teachers

Formative Reviews

November	March	May

Strategy 2

K-5 will implement a balanced Math framework to include learning stations to align instruction to the TEKS and the ELPs. Supplemental Math materials and programs will be purchased to enhance our State adopted program and standards.

Funding Sources: Sharon Wells Title I, Part A, 211-11-6395-00-117-24-000-A, , Braining Camp school licesnse Title I, Part A, 211-11-6395-00-117-24-000-A, , Lonestar Learning Title I, Part A, 211-11-6395-00-117-24-000-A, , Reflex Math Title I, Part A, 211-11-6395-00-117-24-000-A,

Formative Reviews

November	March	May

Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Provide targeted, data-driven small-group literacy instruction and intervention in K-2 based on iStation/Amira results and ongoing progress monitoring to address individual student needs and increase the percentage of students achieving Level 4 or higher by EOY.

Strategy's Expected Result/Impact: Increased student mastery of foundational reading skills, resulting in at least 50% of K-2 students achieving Level 4 or higher on the EOY iStation assessment.

Staff Responsible for Monitoring: Classroom teachers, RLA Coach, and Interventionist

Title I: 2.5.2

Formative Reviews

November	March	May

Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Implement a consistent K-2 math instructional framework that uses i-Ready diagnostic and progress-monitoring data to provide differentiated small-group instruction, targeted intervention, and enrichment aligned to identified student needs. We will: analyze i-Ready data after each diagnostic/progress-monitoring window to identify skill gaps and students approaching Level 4. Provide data-driven small-group math instruction during the intervention/enrichment block. Use explicit instruction, manipulatives, visual models, math discourse, and problem-solving to strengthen foundational numeracy. Monitor student growth regularly and regroup students based on current data. Conduct K-2 learning walks/PLCs focused on the fidelity and effectiveness of differentiated math instruction.

Strategy's Expected Result/Impact: By each i-Ready diagnostic window, the percentage of K-2 students performing at Level 4 or above will increase, with progress reviewed by grade level and student group to determine instructional adjustments.

Staff Responsible for Monitoring: Admin, Math IC, classroom teachers

Title I: 2.5.2

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Implement a consistent 3rd-grade instructional cycle that uses STAAR-aligned assessment data to identify student skill gaps and provide differentiated Tier 1 instruction, targeted small-group intervention, and enrichment to increase the percentage of students achieving Meets Grade Level or above on STAAR. We will: analyze checkpoints, common assessments, and formative data during PLCs to identify priority TEKS and individual student needs. Group and regroup students for targeted instruction based on current performance data. Provide explicit instruction in high-leverage reading and math skills, including opportunities for students to apply learning to STAAR-level tasks requiring reasoning and application.Track students currently at Approaches Grade Level who are within reach of Meets and provide targeted support while continuing intervention for students performing below grade level. Conduct regular progress monitoring and adjust instruction/intervention based on student response. Use learning walks and collaborative planning to monitor implementation of high-quality Tier 1 instruction.

Strategy's Expected Result/Impact: The percentage of 3rd-grade students demonstrating Meets Grade Level performance on campus assessments will increase across each assessment cycle, progressing toward the EOY target of two in three students achieving Meets Grade Level or above on STAAR.

Staff Responsible for Monitoring: Admin, ICs, Classroom teachers

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Standard aligned supplemental resource will build literacy and increase comprehension throughout the year and allow students to set goals and track progress

Strategy's Expected Result/Impact: Growth in Reading

Staff Responsible for Monitoring: Librarian, RLA Instructional Coach, and Classroom teachers

Funding Sources: Accelerated Reader Title I, Part A, 211-11-6399-00-117-24-000-A, $4,736.63

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Implement rigorous, standards-aligned Tier 1 instruction and a systematic data-response process in which teachers and instructional coaches analyze common formative assessments, district checkpoints, interim assessments, and student work to identify learning gaps and provide targeted intervention and enrichment to increase student achievement at the Meets Grade Level standard or above. This will be done during Master Mondays after school which allow for vertical alignment and support for all supgroups.

Strategy's Expected Result/Impact: At least 50% of students will demonstrate mastery of grade-level standards and achieve Meets Grade Level or above on STAAR/EOC assessments.

Staff Responsible for Monitoring: Teachers and Leadership

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Performance Objective 8

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

Strategy 1

Implement linguistically accommodated, standards-aligned Tier 1 instruction that integrates content and academic language development for EB students. Teachers will use assessment data and language proficiency levels to provide targeted small-group instruction, intentional vocabulary development, opportunities for structured academic discourse, and appropriate linguistic supports to accelerate progress toward grade-level mastery.

Strategy's Expected Result/Impact: EB students will demonstrate increased academic language proficiency and mastery of grade-level TEKS, resulting in at least one in three EB students achieving Meets Grade Level or above on STAAR/EOC assessments.

Staff Responsible for Monitoring: Dual Teachers and Leadership

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Performance Objective 9

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

Strategy 1

Provide SPED students with rigorous, standards-aligned Tier 1 instruction supported by individualized accommodations, specially designed instruction, and targeted intervention based on IEP goals and assessment data. General and special education teachers will collaborate to analyze student progress, address learning gaps, and ensure students have meaningful access to grade-level TEKS.

Strategy's Expected Result/Impact: SPED students will demonstrate increased mastery of grade-level standards and progress toward individual IEP goals, resulting in at least 25% of SPED students achieving Meets Grade Level or above on STAAR/EOC assessments.

Staff Responsible for Monitoring: SPED Teachers and classroom teachers

Title I: 2.5.1, 2.5.3

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

Foster a positive and supportive campus culture by strengthening communication, collaboration, staff recognition, and opportunities for employee voice and feedback. Campus leadership will intentionally engage faculty and staff in shared decision-making, celebrate contributions and successes, and provide ongoing opportunities to build positive professional relationships.

Strategy's Expected Result/Impact: Faculty and staff will report increased feelings of being valued, supported, informed, and connected to the campus community, resulting in an Employee Engagement Survey satisfaction score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Admin and Leadership

Funding Sources: SMORE Communication Title I, Part A, $1,360

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

Strengthen family-school partnerships by providing consistent, accessible communication and meaningful opportunities for parents and families to engage in their child's education. Campus leadership and staff will actively seek parent feedback, provide opportunities for family participation, and respond to parent needs and concerns in a timely and supportive manner.

Strategy's Expected Result/Impact: Parents and families will report increased satisfaction with campus communication, responsiveness, engagement opportunities, and their partnership with the school, resulting in a Parent Satisfaction Survey score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Admin and Leadership

Funding Sources: SMORE Communication Title I, Part A, $1,360

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

Scotsdale Elementary will strengthen family engagement and the home-school partnership by providing a parent education session focused on Social-Emotional Learning (SEL), kindness, and student success. Families will learn how SEL is supported at Scotsdale, what kindness and positive relationships look like in the classroom, and how social-emotional skills contribute to students' academic achievement, behavior, confidence, and sense of belonging. Parents will receive practical strategies they can reinforce at home to promote respectful communication, empathy, responsible decision-making, and positive relationships.

Strategy's Expected Result/Impact: Families will gain a stronger understanding of SEL and its connection to student success, while developing practical strategies to reinforce kindness, respectful communication, and positive relationships at home. Increased family engagement and consistent expectations between home and school will support a positive campus culture, strengthen students' sense of belonging, and contribute to improved student behavior, well-being, and academic success.

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Funding Sources: Resources and materials to include hospitality for parental engagement events Title I, Part A, $4,595

Title I: 2.5.3

Formative Reviews

November	March	May

Strategy 2

Scotsdale Elementary will host a family literacy engagement event designed specifically for grandparents and other significant family members who play an important roll in supporting our students. The purpose of the event is to strengthen the home-school partnership by helping grandparents understand the importance of literacy development and the lasting impact they can have on their grandchildren's academic success. Participants will learn practical strategies for supporting reading fluency, vocabulary, comprehension, and meaningful conversations about books. Families will receive literacy resources and take-home materials that can be used to practice these strategies with students outside of the school day

Strategy's Expected Result/Impact: Increased family engagement in literacy, greater understanding of how families can support reading comprehension at home, and increased opportunities for students to read, discuss, and think about text with trusted adults.

Staff Responsible for Monitoring: Administration, Counselor, Librarian, Teachers

Funding Sources: Title I, Part A, $4,595

Title I: 2.5.2

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

Increase student participation in extracurricular activities by providing a diverse range of academic, athletic, fine arts, leadership, and service opportunities that reflect student interests and promote leadership, belonging, and connection to the school community. Campus staff will actively recruit students and monitor participation to ensure equitable access to extracurricular opportunities. We will a offer campus Club Sign-Up Day; survey students to identify interests; provide a variety of clubs and organizations across multiple areas; encourage staff to sponsor extracurricular opportunities; intentionally recruit students who are not currently involved; maintain participation rosters; and review participation data throughout the year to identify students who have not yet connected to an activity.

Strategy's Expected Result/Impact: Students will experience an increased sense of belonging, leadership, connection, and engagement in the school community, with at least 50% of the student population participating in one or more extracurricular activities during the school year.

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

Implement a systematic budget-monitoring process to ensure campus funds are used responsibly, efficiently, and in alignment with identified instructional needs, campus improvement goals, and district guidelines. Campus leadership will regularly review expenditures and available balances to prioritize resources that directly support student achievement and campus operations. We will review campus budget balances and expenditures regularly; prioritize purchases aligned with CIP goals and student needs; monitor spending by funding source; maintain appropriate documentation and approvals; and adjust planned expenditures throughout the year to prevent overspending.

Strategy's Expected Result/Impact: Campus resources will be strategically allocated to support instructional and operational priorities while maintaining expenditures at or below the total allocated campus budget.

Staff Responsible for Monitoring: Principal and secretary

Formative Reviews

November	March	May

Performance Objective 2

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

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Implement and consistently follow district financial procedures and internal controls to ensure accurate, compliant, and responsible management of campus funds, inventory, purchasing, and cash-handling processes. Campus leadership and designated staff will regularly monitor financial practices and address potential compliance concerns proactively. We will ensure appropriate staff receive training on district financial procedures; maintain accurate records and required

documentation; follow established purchasing, cash-handling, and inventory procedures; conduct periodic internal reviews of campus financial processes; ensure timely reconciliation and submission of required documentation; and immediately correct any identified compliance concerns.

Strategy's Expected Result/Impact: Campus financial operations will remain compliant with district, state, and applicable financial procedures, resulting in no material audit, compliance, inventory, cash-handling, or financial procedure findings attributable to the campus and supporting the District's FIRST rating.

Staff Responsible for Monitoring: Admin and secretary

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

Implement and monitor comprehensive campus safety procedures to ensure staff and students are prepared to respond appropriately during emergency situations. Campus leadership will provide ongoing training, conduct and document all required drills and exercises, and routinely review campus safety and security procedures to ensure compliance with district and Texas School Safety Center requirements. We will conduct all required safety drills and exercises within established timelines; review emergency procedures and staff responsibilities throughout the year; maintain accurate documentation of drills; routinely inspect exterior doors, classroom doors, and other required safety measures; communicate identified concerns immediately; and implement corrective actions promptly.

Strategy's Expected Result/Impact: Students and staff will demonstrate increased preparedness and consistent adherence to campus safety procedures, resulting in 100% completion of required drills and exercises and no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Scotsdale Elementary School

Total SCE Funds: $320,777.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Pay teacher salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

For the 2026–2027 school year, Scotsdale Elementary is strengthening and formalizing its Comprehensive Needs Assessment (CNA) process as part of the campus improvement planning cycle. While a formal, documented CNA process was not completed prior to the development of the current Campus Improvement Plan, campus leadership reviewed available student performance, demographic, attendance, program, school process, and perception data to identify strengths, areas of need, student learning problem statements, and potential root causes.

Moving forward, the campus will conduct and document a formal CNA process in collaboration with the Campus Educational Improvement Committee (CEIC) and other representative stakeholders, including teachers, instructional and support staff, parents, and community members. Stakeholders will examine multiple sources of quantitative and qualitative data, identify campus priorities and root causes, and use the findings to guide revisions to the Campus Improvement Plan.

The CNA will be treated as an ongoing process rather than a one-time event. Campus leadership and stakeholders will periodically review progress toward identified needs and goals throughout the school year and make adjustments to strategies and action steps based on current data.

1.2 Location for Evidence of Multiple Meetings Held

Scotsdale Elementary has provided multiple opportunities for stakeholder participation through two Campus Educational Improvement Committee (CEIC) meetings held during the 2026–2027 school year. CEIC membership includes representation from campus administration, teachers, staff, parents, community members, and other appropriate stakeholders. During these meetings, members were provided opportunities to review campus needs, discuss campus priorities and programs, provide feedback, ask questions, and contribute to the campus improvement planning process.

Evidence of stakeholder participation is maintained in the campus CEIC documentation and includes meeting agendas with dates, meeting notes and/or minutes, sign-in sheets, and other supporting documentation. These records are maintained by campus administration and are available as evidence of stakeholder involvement in the development and ongoing review of the Campus Improvement Plan.

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

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

The development of Scotsdale Elementary's 2026–2027 Schoolwide Plan/Campus Improvement Plan began in August 2026 and continued through September 2026. During this time, campus leadership reviewed available student achievement, demographic, attendance, program, school process, and perception data to identify strengths, areas of need, problem statements, and potential root causes. Campus goals, strategies, and action steps were developed based on identified needs and district and campus priorities.

Stakeholder input was gathered through CEIC meetings and other collaborative campus planning opportunities. The plan is being finalized at the end of September and will continue to be reviewed and monitored throughout the school year. Evidence of the planning process and multiple stakeholder meetings is maintained in the campus CEIC documentation,

including dated agendas, meeting minutes/notes, sign-in sheets, and supporting planning documents.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the development and review of the Campus Improvement Plan through the Campus Educational Improvement Committee (CEIC) and other campus opportunities for stakeholder input. CEIC membership provides representation from campus administration, teachers, staff, parents, and community members. Stakeholders are provided opportunities to review campus needs and priorities, discuss proposed goals and strategies, ask questions, and provide feedback.

As part of the 2026–2027 improvement planning process, Scotsdale Elementary is working to strengthen stakeholder engagement by providing additional opportunities throughout the year for staff, families, and community members to review progress and provide feedback regarding the plan. Feedback will be used to monitor implementation and make revisions to goals, strategies, and action steps as appropriate.

Evidence of stakeholder involvement is maintained in the campus CEIC documentation and includes a list of stakeholders and their roles, meeting agendas, minutes/notes, and sign-in sheets documenting participation.

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

Scotsdale Elementary's Campus Improvement Plan is made available to the district, parents, families, and the public through the campus/district website. The plan is presented in an accessible and understandable format so stakeholders can review campus goals, strategies, and planned actions. Upon request, the campus will work with the district to provide appropriate language assistance or additional support to ensure families are able to access and understand the plan.

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

Scotsdale Elementary coordinates its Campus Improvement Plan with applicable district and local services and community resources that support identified student and family needs. The campus partners with the YWCA to provide an after-school program that supports students and families beyond the instructional day. In addition, as a Purple Star Campus, Scotsdale provides support and resources for military-connected students and their families.

Scotsdale also provides campus-sponsored after-school clubs each Thursday from 2:45–3:30 p.m. Leadership team members and instructional aides volunteer their time to offer students additional opportunities to participate in extracurricular activities. These clubs help increase access for students who may not otherwise have opportunities to participate in extracurricular programs outside of the school setting.

These programs and partnerships are incorporated into campus planning to support the academic, social-emotional, and engagement needs of students while strengthening connections among the school, families, and community.

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

Scotsdale Elementary's Title I Schoolwide Plan requirements are addressed through the strategies identified within the Campus Improvement Plan. Applicable strategies have been aligned to the corresponding Title I statutory requirements and reflect campus needs identified through the Comprehensive Needs Assessment and multiple sources of student achievement, program, and perception data.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation of the evaluation of Scotsdale Elementary's Schoolwide Program and Campus Improvement Plan will be maintained within the campus improvement planning documentation, including Formative and Summative Reviews, CEIC meeting documentation, agendas, minutes/notes, sign-in sheets, and supporting data.

Throughout the school year, campus leadership and the CEIC will conduct formative reviews of the plan to monitor progress toward established goals and evaluate the effectiveness of strategies and action steps. Reviews will include analysis of available student achievement and growth data, local and state assessment data, attendance, program participation, perception data, and other relevant campus performance indicators. Based on the findings, strategies and action steps may be continued, revised, or adjusted to better address identified needs.

At the end of the school year, a Summative Review will be completed to evaluate the overall effectiveness of the Schoolwide Program and Campus Improvement Plan. Findings from the annual evaluation will be incorporated into the following year's Comprehensive Needs Assessment and used to identify priorities and inform future campus improvement planning.