Ysleta Independent School District

Sageland Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:15 PM

Mission Statement

We as a community will empower students by creating a student-centered collaborative environment, through relevant experiences that foster positive relationships as well as social and self-awareness.

Vision

Sageland Microsociety Elementary aspires to be a global community of critical thinkers and problem solvers, in which every citizen will contribute to creating a culture of kindness, resilience, and academic excellence.

Value Statement

We value every student as a capable and contributing citizen. We are committed to creating a student-centered, collaborative environment that empowers students through meaningful experiences, positive relationships, critical thinking, problem-solving, kindness, resilience, and academic excellence.

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Comprehensive Needs Assessment

Demographics

Summary

Sageland Elementary is a proud member of the Ysleta Independent School District, one of 49 campuses that contribute to the district's diverse educational landscape. Established in 1960, Sageland holds the unique distinction of being the only MicroSociety School within both our district and the greater El Paso area, offering a distinctive educational model that integrates real-world and entrepreneurial experiences into the curriculum.

Our school has consistently demonstrated strong academic performance, as evidenced by our TEA Accountability Ratings over recent years. While our ratings have fluctuated slightly, we have maintained a commendable standard, achieving an 'A' rating in 2021-2022 and 'B' ratings in subsequent years. Notably, in the 2024-2025 academic year, Sageland attained all six distinctions available for an elementary school, highlighting our students' academic achievements across English Language Arts/Reading, Mathematics, Science, and Social Studies. Additionally, we were recognized for being in the top 25 percent for both Comparative Academic Growth and Comparative Closing the Gaps, underscoring our commitment to fostering competitive academic progress and addressing educational disparities.

Serving students from PK3 through 5th grade, Sageland is home to a vibrant community of 601 students. Our diverse student body includes 46% emergent bilingual students, 4.1% identified as gifted and talented, and 26.7% receiving special education services, 1.4% homeless, and 1.8% military connected. With 85.5% of our students classified as economically disadvantaged, we are dedicated to providing equitable educational opportunities and support to all our learners. Attendance for the 205-2026 school year was 95.21%

Sageland is also distinguished by its specialized programs, including being the only campus in the Ysleta ISD to offer the EARS (Early Auditory-Verbal Resources and Services) Program. This program is specifically designed to support our auditory-impaired students, ensuring they receive the tailored resources and services necessary for their educational success.

Strengths

- **Unique Experiential Learning Model:** Sageland operates as the only MicroSociety School in Ysleta ISD and the greater El Paso area, integrating real-world and entrepreneurial experiences directly into the curriculum.
- **Proven Academic Excellence:** Consistently maintains strong performance standards, achieving an "A" TEA Accountability Rating in 2021–2022 and "B" ratings in subsequent years.
- **Full TEA Distinctions:** Earned all six available elementary school distinctions in 2024–2025 across English Language Arts/Reading, Mathematics, Science, and Social Studies.
- **Recognized Growth and Equity:** Ranked in the top 25% for both Comparative Academic Growth and Comparative Closing the Gaps, highlighting significant progress in closing educational disparities.
- **Exclusive Specialized Programming:** Houses Ysleta ISD's only Early Auditory-Verbal Resources and Services (EARS) Program, offering targeted, specialized care for auditory-impaired students.
- **Commitment to Inclusivity and Support:** Dedicated to serving a diverse student body—including 85.5% economically disadvantaged, 46% emergent bilingual, 26.7% special education, and 4.1% gifted and talented students—with equitable opportunities.
- **High Student Engagement:** Demonstrated strong school culture and commitment with a 95.21% attendance rate for the 2025–2026 academic year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Sageland had an attendace rate of 95.21% for the 2025-2026 school year.	A gap in family awareness regarding district and campus attendance policies led to inconsistencies of excused and unexcused absences. Consequently, this lack of clarity contributed to higher overall absence rates and a limited understanding among families regarding the academic consequences of missed school days.

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Student Learning

Summary

Sageland Elementary earned an overall State Accountability rating of **84 (B):** supported by a **79 (C)** in Domain 1 (Student Achievement), a 70 (C) in Student Growth, an **87 (B)** in Relative Performance, and a **76 (C)** in Domain 3 (Closing the Gaps). The campus demonstrated significant strengths in early literacy, foundational math, and science achievement. Kindergarten reading readiness rose to 88% (+7.0 score change), Pre-K math readiness remained strong at 94%, and 90% of students in grades 1–3 showed reading growth on Istation, despite a minor dip in Pre-K reading readiness on CIRCLE assessments to 91% (-0.4 score change). Additionally, 3rd-grade students successfully met campus target goals in STAAR Reading (53%), STAAR Math (59%), and Domain 1 growth.

In **STAAR Science** performance, Sageland students significantly outperformed district averages across all proficiency levels. Overall, 84% of students reached Approaches, 55% achieved Meets, and 27% reached Masters (compared to district averages of 77%, 47%, and 21%, respectively). Science performance remained strong across student subgroups, with Emergent Bilingual (EB) students mirroring overall campus performance (84% Approaches, 55% Meets, 27% Masters) and Special Education (SPED) students achieving 77% Approaches, 52% Meets, and 26% Masters.

In STAAR Reading (290 students tested), 78% of all students reached Approaches, 51% met grade level, and 21% mastered grade level. Within Reading, SPED students meeting grade level rose to 37% (+5.9 score change), while EB students achieved 40% Meets, complemented by a overall TELPAS language progress increase to 49% (+4.2 score change).

- **3rd Grade Reading:** Out of 85 students tested, 81% achieved Approaches (-10% change) and 53% achieved Meets (-2% change), while Masters remained steady at 21% with no change.
- **4th Grade Reading:** Among 99 students tested, 76% reached Approaches (-2% change), 48% met grade level (+1% change), and 18% mastered grade level (+2% change).
- **5th Grade Reading:** Across 106 students tested, 77% attained Approaches (-5% change), 53% reached Meets (-11% change), and 23% reached Masters (-11% change).

In STAAR Mathematics (291 students tested), 77% achieved Approaches, 49% reached Meets, and 20% reached Masters, with EB students at 46% Meets and SPED students at 37% Meets.

- **3rd Grade Math:** Out of 85 students tested, 84% achieved Approaches (-6% change), while Meets rose to 59% (+3% change) and Masters expanded significantly to 28% (+9% change).
- **4th Grade Math:** Among 100 students tested, 64% reached Approaches (-7% change), 41% reached Meets (-1% change), and 18% reached Masters (+2% change).
- **5th Grade Math:** Across 106 students tested, 83% attained Approaches (-6% change), 49% achieved Meets (-4% change), and 15% attained Masters (-6% change).

Strengths

- **Exceptional Science Outperformance:** Exceeded district averages across every proficiency tier in Science, achieving 84% Approaches (vs. 77% district), 55% Meets (vs. 47% district), and 27% Masters (vs. 21% district).
- **High-Performing Subpopulations in Science:** Emergent Bilingual (EB) students matched overall campus excellence in Science (84% Approaches, 55% Meets, 27% Masters), while Special Education (SPED) students achieved strong results (77% Approaches, 52% Meets, 26% Masters).
- **Early Childhood Literacy and Math Excellence:** Increased Kindergarten reading readiness on mClass assessments to 88% (+7.0 score change), maintained high Pre-K math readiness at 94% on CIRCLE assessments, and supported 90% of students in grades 1–3 in showing reading growth on Istation.

- **Special Populations Growth:** Increased SPED students meeting grade level in STAAR Reading to 37% (+5.9 score change) and expanded TELPAS English proficiency progress among Emergent Bilinguals to 49% (+4.2 score change).
- **3rd Grade Academic Milestones:** Successfully met campus target goals for 3rd-grade STAAR Reading (53% Meets) and STAAR Math (59% Meets).
- **Gains in Advanced Proficiency (Masters Level):** Increased 3rd-grade Math Masters performance by +9% (reaching 28%), increased 4th-grade Math Masters to 18% (+2%), and bumped total campus Math Masters to 20% (+2%).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Across all subjects, the percentage of students meeting grade level slightly dropped to 51% (-2.1 score change), while those mastering grade level remained flat at 21%. Most notably, academic growth metrics experienced marked declines in both Reading (62%, down -12.2) and Math (60%, down -13.1).	Overall STAAR outcomes highlight key opportunities for targeted academic interventions focusing on the area of growth. Interventions were in place, however, student growth tracking fell short when it came to monitoring.

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School Processes & Programs

Summary

Individual campus roles and responsibilities at Sageland Elementary are explicitly defined through Ysleta ISD job descriptions, daily duty rosters to meet campus needs, and Professional Learning Community (PLC) operational guidelines and established norms. To lead continuous organizational growth and foster a true PLC culture anchored in the campus mission, vision, values, and goals, Sageland established a cross-grade-level Guiding Coalition for the 2026–2027 school year. This coalition actively supports staff and assists in the facilitation of professional learning and change processes. Professional development aligns directly with strategic campus priorities, emphasizing Data-Driven Instruction, MicroSociety curriculum integration, TELPAS language acquisition strategies, and behavioral de-escalation techniques. Additionally, targeted, content-specific training is provided to teachers to implement high-leverage instructional resources, including MagicSchool for writing, structured literacy for reading, i-Ready resources for mathematics, and Progress Learning for science.

Data-driven decision-making serves as the cornerstone of instruction at Sageland. Grade-level teams engage in weekly PLC data dives following each district checkpoint and assessment window to evaluate student mastery and address identified performance gaps. These data directly inform dynamic student regrouping during "Super School," a dedicated daily intervention block where students are paired with specific teachers for targeted instruction. As the region's only MicroSociety Elementary, Sageland integrates real-world entrepreneurial experiences across PK–5th grade as part of its Tier 1 instructional program. During the instructional blocks, teachers facilitate daily guided math and structured literacy groups to address specific skill deficits or provide academic acceleration. Students requiring assistance beyond Tier 1 are referred to the campus Response to Intervention (RtI) Committee to establish individual performance goals and receive targeted Tier 2 and Tier 3 supports. The committee meets approximately every 4-6 weeks to monitor the progress of these students and adjust the intensity of the interventions provided accordingly. To complement its academic framework and foster well-rounded student development, Sageland offers a variety of co-curricular programs including Robotics, eSports, UIL academic competitions, Student Council, Cheer, and Folklorico, providing opportunities for leadership, teamwork, and campus connection.

Master schedules protect core instructional blocks in Reading, Math, and Science from routine interruptions. To maintain a positive and supportive school climate, the campus implements Positive Behavioral Interventions and Supports (PBIS) alongside Social-Emotional Learning (SEL). The campus strictly complies with Ysleta ISD reporting and prevention frameworks regarding bullying, drug awareness (Red Ribbon Week), violence and suicide prevention, and mandatory child maltreatment reporting. Physical safety is maintained through a comprehensive Campus Safety Plan aligned with district directives. Key protocols include a secure single point-of-entry, mandatory visitor screening, monthly safety drills (fire, lockdown, severe weather), an active Campus Emergency Response Team, and continuous perimeter monitoring.

Strengths

- **Targeted Professional Development:** Strategic professional learning aligns with campus priorities, covering Data-Driven Instruction, MicroSociety integration, TELPAS strategies, behavioral de-escalation, and specialized instructional tools (MagicSchool, structured literacy, i-Ready, Progress Learning).
- **Data-Driven Intervention ("Super School"):** Grade-level teams conduct weekly PLC "data dives" after assessment windows to drive dynamic student regrouping during a dedicated daily intervention block.
- **Active Response to Intervention (RtI) Framework:** A dedicated RtI Committee routinely evaluates student progress to establish individualized goals and dynamically adjust Tier 2 and Tier 3 interventions.
- **Proactive School Climate & Prevention:** Fosters a positive learning environment using Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) while adhering strictly to district reporting and prevention frameworks.
- **Comprehensive Campus Safety Plan:** Maintains robust physical security through secure single point-of-entry, Raptor System visitor screening, monthly drills, an Emergency Response Team, and continuous perimeter monitoring.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While the small group times are programmed in the master schedule, there was a lack of alignment in the resources used for each designated block across the grade levels leading to a disconnect between student performance and intervention time.	PLC time is part of the weekly schedule, but time was not fully dedicated to planning clear intervention lessons and aligned checks for understanding.

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Perceptions

Summary

Sageland Elementary is committed to strengthening partnerships with families, community members, and staff to support student success and a positive campus culture. Throughout the school year, the campus provides meaningful parent, family, and community engagement opportunities, including Title I Parent Nights, Coffee with the Principal, Fitness Fridays, SEL Night, Micro Family Night, STEM & Literacy Night, Parent-Teacher Conferences, GT Night, and holiday celebrations. Communication is provided through weekly parent and staff newsletters, Thrillshare, X, Facebook, the campus website, ClassDojo, flyers, and other platforms. Sageland was recognized as a Top 10 campus for volunteer hours, reflecting strong community involvement. Weekly parent classes, offered in partnership with MCH Family Outreach, provide an eight-week program focused on stress management, self-worth, brain development, feelings, and family values. Parent feedback is collected through the parent satisfaction survey, with the campus scoring 4.40/5.0. Parent classes were implemented in response to the survey's lowest-rated area related to access to school resources and assistance. Community partnerships also provide mentoring opportunities for students through MicroSociety businesses and ventures.

Staff feedback will similarly guide campus improvement efforts. Sageland's 2026 Employee Engagement Survey resulted in an overall score of 3.94/5.0, reflecting staff commitment to student success, collaboration, and supportive relationships. Based on survey results and staff feedback, the campus will focus on strengthening communication and transparency, increasing staff support and professional learning, and enhancing staff recognition. These efforts will include timely communication and clear expectations, increased opportunities for staff input, relevant professional learning and instructional coaching, access to resources and protected PLC/planning time, and intentional recognition of staff contributions. By using both family and staff feedback to identify needs and implement targeted actions, Sageland will continue to strengthen engagement, improve campus culture and climate, and build a collaborative school community focused on student success.

Strengths

Staff Perceptions

- **Strong commitment to student success** – Staff believe their work positively impacts students and school success.
- **Strong alignment with school and district values** – Staff demonstrate a clear understanding of and commitment to YISD values and goals.
- **Collaboration and teamwork** – Staff identify supportive colleagues, grade-level teams, and collaboration as significant campus strengths.
- **Supportive campus relationships** – Staff recognize administration, instructional coaches, office staff, and support personnel as valuable sources of assistance.
- **Positive campus environment** – Staff report feeling safe and describe Sageland as a collaborative and supportive place to work.

Parent/Family Perceptions

- **Respectful relationships with families** – Families feel they are treated with respect at Sageland.
- **High priority on student learning** – Families perceive their child's success in learning as a high priority at the school.
- **Clear learning expectations** – Families report understanding the learning goals established for their child.
- **Recognition of student success** – Families perceive that students are recognized for good work and accomplishments.
- **Strong family-school partnership** – Parent feedback reflects positive perceptions of the school's commitment to supporting students and engaging families in their child's learning.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Sageland Elementary staff demonstrate a strong commitment to student success, reflected in high ratings for meaningful work, understanding district goals, and modeling district values. Strengthening opportunities for staff input, access to appropriate resources, professional learning, and recognition will further enhance systems that support staff engagement and effectiveness.	The root cause appears to be inconsistencies in campus systems for communication, staff input, instructional support, and staff recognition.

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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] **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] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

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] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Local diagnostic reading assessment data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

- [x] **Texas approved PreK - 2nd grade assessment 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] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and 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] **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

Pre-K through Grade 5 will implement the district's Literacy, Mathematics, Science, and Social Studies instructional frameworks with fidelity to ensure rigorous, standards-aligned instruction. Teachers will participate in ongoing, job-embedded professional development and instructional coaching to strengthen implementation of the state-adopted curriculum. The campus will purchase instructional supplies, supplemental materials, and digital learning resources (Progress Learning) to enhance core instruction, support differentiated learning, and improve student achievement.

Strategy's Expected Result/Impact: Implementation of the district's instructional frameworks with fidelity, combined with ongoing professional learning and targeted instructional resources, will result in increased student academic achievement and growth across all content areas, supporting the campus in earning a Texas state accountability rating of C or higher.

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

Funding Sources: Progress Learning, School Supplies: Paper, chart tablets, markers, cardstock Title I, Part A, $6,699

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Provide acceleration opportunities for students performing above grade level to sustain and deepen mastery across all content areas through purposeful differentiation, including enrichment opportunities for Gifted and Talented (G/T) students. Develop students' critical-thinking, problem-solving, creativity, collaboration, and real-world application skills through rigorous Project-Based Learning (PBL) experiences aligned to the Texas Performance Standards, while providing opportunities for students to engage in innovative STEAM learning experiences through Snapology programs.

Strategy's Expected Result/Impact: Increase the percent of students rated Masters Grade Level on STAAR from 22% to 25%

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

Funding Sources: Registration fees for competitions, Snapology Program, instructional materials and travel expenses for competitions and field trips for GT students. Gifted and Talented, $3,642

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

Pre-K teachers will utilize ongoing CIRCLE assessment data and district progress monitoring tools to implement targeted instructional adjustments and accelerated interventions, including support from instructional aides, to ensure that at least 90% of Pre-K students demonstrate kindergarten readiness in reading and math as measured by the End-of-Year CIRCLE composite score.

Strategy's Expected Result/Impact: At least 90% of Pre-K students will demonstrate kindergarten readiness in reading and mathematics as measured by the End-of-Year CIRCLE Composite Score. Students identified as at risk will show measurable growth through targeted interventions, resulting in increased proficiency in early literacy and numeracy skills.

Staff Responsible for Monitoring: Principal, Assistant Principal , PK Classroom Teachers, SPED Teachers, Instructional Coaches, Interventionist

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

Kindergarten through 2nd grade teachers will implement a comprehensive, data-driven literacy

program by utilizing iStation assessment data, district common assessments, and classroom formative assessments to identify student strengths and instructional needs. Teachers will participate in ongoing professional development, PLCs, and instructional coaching to strengthen evidence-based literacy practices aligned to the district's Literacy Framework. Students identified as below grade level will receive accelerated intervention through targeted small-group instruction, progress monitoring, and supplemental support from interventionists, certified tutors, and supplemental digital literacy resources.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, at least 50% of Kindergarten through 2nd grade students will achieve Level 4 or higher on the End-of-Year iStation Reading Assessment, demonstrating readiness for reading. Ongoing data analysis, targeted interventions, and high-quality literacy instruction will increase student growth in foundational reading skills, reduce the number of students performing below grade level, and improve overall early literacy outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal , K-2nd Classroom Teacher(s) , SPED teachers, Instructional Coaches, Instructional Technologists, Interventionist, Counselor, Librarian

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

Kindergarten through 2nd grade teachers will implement a comprehensive, data-driven mathematics program by utilizing i-Ready diagnostic data, district common assessments, and classroom formative assessments to identify student strengths and areas of need. Teachers will participate in ongoing professional development, PLCs, and instructional coaching to strengthen the implementation of the district Mathematics Framework and evidence-based instructional practices. Students performing below grade level will receive accelerated intervention through targeted small-group instruction, progress monitoring, and supplemental support from interventionists, certified tutors, and supplemental digital learning resources to address identified skill gaps.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, at least 25% of Kindergarten through 2nd grade students will achieve Level 4 or higher on the End-of-Year i-Ready Mathematics Assessment, demonstrating readiness for mathematics. Through ongoing data analysis, targeted interventions, and implementation of the district Mathematics Framework, students will demonstrate increased growth in mathematical reasoning, problem-solving, and grade-level proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principal , K-2nd Classroom Teacher(s) , SPED teachers, Instructional Coaches, Instructional Technologists, Interventionist, Counselor, Librarian

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Kindergarten through 3rd grade teachers, particularly new and untrained teachers, will participate in the Texas Reading Academies and ongoing job-embedded professional learning to strengthen evidence-based literacy instruction and reading acquisition practices. Teachers will collaboratively plan through PLCs using the district Literacy Framework, formative and summative assessment data, and high-impact instructional strategies to deliver rigorous, differentiated instruction. Supplemental instructional materials, intervention resources, and digital learning tools will be utilized to address individual student needs, while targeted small-group instruction and accelerated interventions will be provided to students requiring additional support.

Strategy's Expected Result/Impact: Implementation of evidence-based literacy practices, collaborative planning, and targeted interventions will strengthen teacher effectiveness and improve student reading achievement. By the end of the 2026-2027 school year, at least 66% of 3rd Grade students will achieve the Meets Grade Level performance standard on the STAAR Reading assessment, with increased proficiency in foundational reading skills, vocabulary, comprehension, and written response.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade Teachers, SPED Teachers, Dual Language Teachers, Instructional Coaches, Instructional Specialist, Instructional Technologist, Interventionist, Reading Academy Facilitator, Librarian, Counselor

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Teachers will utilize STAAR, district benchmark, and formative assessment data to provide data-driven, differentiated instruction aligned to the district's instructional frameworks. Through collaborative PLCs, instructional coaching, and ongoing professional learning, teachers will analyze student progress, identify learning gaps, and adjust instruction to meet individual student needs. Students will receive targeted small-group instruction, accelerated intervention,

and enrichment opportunities based on progress-monitoring data. Supplemental instructional materials, adaptive digital learning programs, and certified tutors will be utilized to support student growth and mastery of grade-level standards.

Strategy's Expected Result/Impact: Through the implementation of data-driven instruction, frequent progress monitoring, and targeted interventions, students will demonstrate continuous academic growth in reading, mathematics, science, and social studies. By the end of the 2026-2027 school year, at least 66% of students will meet or exceed their expected growth as measured by STAAR/EOC, resulting in improved academic achievement and increased college, career, and military readiness indicators.

Staff Responsible for Monitoring: Principal, 3rd-5th Grade Teachers, SPED Teachers, Dual Language Teachers, Instructional Coaches, Interventionist, Librarian, Counselor, Instructional Specialists

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Teachers will implement the district's Literacy, Mathematics, Science, and Social Studies instructional frameworks with fidelity to provide rigorous, standards-aligned instruction that promotes mastery of the Texas Essential Knowledge and Skills (TEKS). Through collaborative PLCs, instructional coaching, and ongoing professional development, teachers will analyze STAAR, benchmark, and formative assessment data to plan targeted instruction, monitor student progress, and adjust instructional practices. Students will participate in differentiated small-group instruction, accelerated interventions, and enrichment opportunities based on identified learning needs. Supplemental instructional materials, adaptive digital learning resources, and certified tutors will be utilized to support mastery of grade-level standards and improve student performance.

Strategy's Expected Result/Impact: Consistent implementation of rigorous, standards-aligned instruction, data-driven planning, and targeted interventions will increase student mastery of grade-level TEKS across all tested content areas. By the end of the 2026-2027 school year, at least 50% of students will achieve the Meets Grade Level performance standard on STAAR/EOC assessments. Additionally, students will demonstrate increased academic proficiency, critical thinking, and readiness for success in subsequent grade levels.

Staff Responsible for Monitoring: Principal, 3rd-5th Grade Teachers, SPED Teachers, Dual Language Teachers, Instructional Coaches, Interventionist, Librarian, Counselor, Instructional Specialists

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

The YISD Dual Language Model will be implemented with fidelity to support Emergent Bilingual students in developing English language proficiency while ensuring access to rigorous, grade-level academic content. Teachers will utilize the new English Language Proficiency Standards (ELPS) 2.0, district instructional frameworks, and data-driven instructional practices to provide language-rich instruction across all content areas. Through collaborative PLCs, professional development, and instructional coaching, teachers will analyze TELPAS, STAAR, benchmark, and classroom assessment data to identify language and academic needs. Targeted interventions, supplemental resources (K12 Summit), and differentiated instructional strategies will be provided to support EB students in developing academic vocabulary, reading comprehension, writing skills, and content mastery.

Strategy's Expected Result/Impact: Implementation of the YISD Dual Language Model, aligned ELPS instruction, and targeted academic interventions will increase English proficiency and academic achievement among Emergent Bilingual students. By the end of the 2026-2027 school year, at least 33% of EB students will achieve the Meets Grade Level performance standard on STAAR/EOC assessments. Students will demonstrate increased growth in English language acquisition, academic vocabulary development, and mastery of grade-level TEKS as measured by STAAR, TELPAS, and district progress monitoring data.

Staff Responsible for Monitoring: Principal, Assistant Principal, All Teachers, Dual Language Teachers, SPED Teachers, Instructional Coaches, Interventionist, Librarian, Counselor

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

Inclusion, Resource, EARS, Preschool, and PK/Kinder Collaborative instructional models will be implemented with fidelity to provide Special Education students access to rigorous, grade-level instruction while receiving individualized support aligned to their Individualized Education Program (IEP) goals. General education and special education teachers will collaborate through PLCs to analyze student data, monitor progress, and adjust instruction to meet individual learning needs. Teachers will utilize differentiated instructional strategies, accommodations, supplemental resources, and evidence-based interventions to address skill gaps and support academic growth. Progress monitoring data, classroom assessments, district benchmarks, and STAAR/EOC data will be used to ensure instructional decisions are responsive to student needs and promote increased achievement.

Strategy's Expected Result/Impact: Through effective implementation of collaborative Special Education service models, differentiated instruction, and targeted interventions aligned to IEP goals, Special Education students will demonstrate increased academic growth and access to grade-level standards. By the end of the 2026-2027 school year, at least 25% of Special Education students will achieve the Meets Grade Level performance standard on STAAR/EOC assessments. Students will demonstrate measurable progress toward their IEP goals, improved content mastery, and increased readiness for success in future grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher(s), SPED Teachers, EARS Teacher, Counselor, Instructional Coaches, Instructional Specialist, Interventionist, Librarian, Counselor

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

The campus will analyze Employee Engagement Survey results to identify areas of strength and opportunities for growth, with a focus on increasing favorable ratings in collaboration, communication, and leadership. Campus leadership will utilize feedback from staff to develop and implement action steps that promote a positive and supportive work environment. Through professional learning communities (PLCs), team-building activities, and Campus Education Improvement Committee (CEIC) collaboration, staff will engage in meaningful opportunities for shared decision-making, professional growth, and relationship building. Ongoing communication structures and feedback cycles will be established to strengthen trust, transparency, and employee engagement.

Strategy's Expected Result/Impact: Implementation of targeted engagement strategies, collaborative opportunities, and improved communication practices will strengthen staff morale, teamwork, and overall employee satisfaction. By the end of the 2026-2027 school year, the campus will maintain or increase an average employee satisfaction rating of 4.0 or higher out of 5.0 on the Employee Engagement Survey. Staff will report increased satisfaction in the areas of collaboration, communication, and leadership, resulting in a stronger campus culture and improved employee retention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Leadership Team Members, Instructional Coaches, Interventionist, Librarian

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

The campus will maintain and strengthen consistent, two-way communication with families through multiple communication platforms, including monthly calendars, parent newsletters,

campus webpage, social media, marquee updates, flyers, School-Wide Class Dojo, and Thrillshare. Teachers will build strong family partnerships by communicating regularly with parents through student agendas, parent conferences, email, and Class Dojo. The campus will use parent feedback from the Parent Satisfaction Survey to identify areas of improvement and implement strategies that enhance family engagement, transparency, and collaboration between the school and community.

Strategy's Expected Result/Impact: Consistent, timely, and accessible communication will increase parent engagement, strengthen family partnerships, and improve overall satisfaction with campus programs and services. By the end of the 2026-2027 school year, the campus will achieve a parent satisfaction rating of 4.0 or higher out of 5.0 as measured by the Parent Satisfaction Survey. Parents will report increased satisfaction with campus communication, opportunities for involvement, and the school's responsiveness to family needs.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher(s), Counselor, Faculty and Staff, Instructional Coaches, Instructional Technologists, Interventionist, Librarian, Nurse, Paraprofessiona , Part-time certified teacher, PE Teachers, PEIMS/Attendance Clerk, Secretary

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

The campus will provide a variety of meaningful parent, family, and community engagement opportunities throughout the school year to strengthen partnerships and increase family involvement in student learning. Programs and events will include Title I Parent Nights, Coffee with the Principal, Fitness Fridays, SEL Night, Micro Family Night, Math and Literacy Nights, Parent-Teacher Conferences, GT Night, and Holiday Celebrations. Campus staff will encourage participation through consistent communication using newsletters, social media, Class Dojo, the campus webpage, flyers, and other communication platforms. Feedback from families will be collected to evaluate engagement efforts and identify opportunities for continuous improvement.

Strategy's Expected Result/Impact: Increased opportunities for family and community involvement will strengthen partnerships between home and school, promote student success, and create a more connected campus community. By the end of the 2026-2027 school year, the campus will host at least one parent engagement activity or meeting per nine weeks, resulting in increased family participation, improved communication, and stronger parent understanding of academic expectations, student supports, and campus initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Faculty and Staff, Instructional Coaches, Instructional Technologists, Interventionist, Librarian, Nurse, Paraprofessional, PE Teachers, PEIMS/Attendance Clerk, Secretary

Funding Sources: Paper, cardstock, laminating film, snacks, books Title I, Part A, $4,557

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

The campus will provide diverse opportunities that promote student engagement, leadership development, academic enrichment, and the exploration of student interests and talents. Students will be encouraged to participate in a variety of extracurricular and enrichment activities, including Student Council, Esports, Robotics, Folklorico, Intramurals, Friday Basketball Practice, Fine Arts programs (Choir, Band, Art, and Orchestra), MicroSociety Curriculum opportunities, Creative Writing, Math Bee Competitions, Spelling Bee, UIL competitions, and leadership/volunteer experiences. Academic support opportunities, including after-school tutoring for intervention and enrichment, Saturday Camps, and Fall and Spring Intersession programs, will be provided to address student learning needs and promote academic growth.

Strategy's Expected Result/Impact: Providing a wide range of academic, athletic, fine arts, leadership, and enrichment opportunities will increase student engagement, strengthen campus culture, and support the development of well-rounded learners. By the end of the 2026-2027 school year, at least 50% of the student population will participate in one or more extracurricular, leadership, volunteer, or academic support activities. Increased student involvement will promote stronger connections to the campus community, improve student confidence and leadership skills, and support overall academic success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, PE Coaches, Instructional Coaches, Librarian

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

The campus will implement effective budget management practices to ensure responsible stewardship of district resources and alignment with Campus Improvement Plan goals. Campus leadership will monitor expenditures, prioritize purchases based on student needs and campus priorities, and ensure all spending decisions are timely, purposeful, and aligned with district guidelines and procedures. The campus administration will adhere to district budget timelines by reviewing budget reports with the campus secretary on a weekly basis to ensure accuracy, compliance, and alignment with identified objectives and priorities. Staff will receive guidance on procurement procedures, purchasing deadlines, and responsible use of campus resources to maximize the impact of available funds. The Campus Education Improvement Committee (CEIC) will collaborate with campus leadership to evaluate campus needs, review priorities, and provide input to support strategic budget decisions that enhance student achievement and campus operations.

Strategy's Expected Result/Impact: Through intentional budget planning, ongoing monitoring, and collaboration with stakeholders, the campus will maximize the use of allocated resources to support student achievement and campus improvement goals. Regular budget reviews, adherence to district timelines, and accurate financial practices will ensure compliance, transparency, and effective resource allocation. By the end of the 2026-2027 school year, the campus will maintain spending at or below the allocated budget, demonstrate responsible fiscal management, and ensure that resources are strategically utilized to address student needs, support instructional priorities, and advance Campus Improvement Plan objectives.

Staff Responsible for Monitoring: Principal, Assistant Principal, 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

The campus will implement and monitor effective financial management practices to ensure compliance with district policies and procedures. Campus leadership and staff will receive ongoing guidance and training related to purchasing procedures, inventory management, cash handling processes, documentation requirements, and financial accountability expectations. Regular internal reviews, monitoring of records, and timely corrective actions will be conducted to ensure accurate reporting, proper stewardship of resources, and compliance with district and state financial guidelines.

Strategy's Expected Result/Impact: Through consistent implementation of financial procedures, monitoring systems, and staff accountability, the campus will maintain accurate financial records and demonstrate responsible stewardship of district resources. By the end of the 2026-2027 school year, the campus will have no material audit, compliance, inventory, cash handling, or financial procedure findings, contributing to Ysleta ISD achieving a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Principal, Assistant Principal, 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

The campus will implement the Emergency Operations Plan (EOP) with fidelity to ensure the safety and security of all students, faculty, and staff. Required monthly safety drills and emergency response exercises will be conducted, documented, reviewed, and adjusted as needed to strengthen campus preparedness and response procedures. The campus administration and safety committee will meet monthly to review district and campus safety guidelines, evaluate current safety practices, address concerns, and develop action steps to enhance campus security.

Facility walk-throughs will be conducted and documented in a log to ensure that all doors are secured and working properly. Ensure compliance with safety protocols, and monitor follow-up actions on a weekly basis. Safety procedures, communication protocols, emergency response practices, and facility conditions will be continuously monitored and updated to maintain a safe and secure learning environment.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will complete 100% of required safety drills and exercises, maintain compliance with district and Texas School Safety Center requirements, and receive no findings on the Intruder Detection Audit. These proactive safety practices will strengthen emergency preparedness, improve campus security procedures, and promote a culture of safety and accountability for all members of the school community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Security Officer, Head Custodian, All Faculty & Staff

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Sageland Elementary School

Total SCE Funds: $243,849.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Employee Salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

Sageland Elementary conducted its Comprehensive Needs Assessment (CNA) during September 2026 through a collaborative process involving campus leadership, teachers, staff, parents, and other stakeholders. The CNA team met throughout September to review and analyze multiple sources of quantitative and qualitative data. Stakeholders were selected to provide representation from instructional staff, campus leadership, support staff, and families and to ensure multiple perspectives were considered.

The CNA examined student achievement and growth, including STAAR, interim assessments, i-Ready, mCLASS, Istation, attendance, discipline, and other campus performance data. Perception data from staff and parent surveys were also reviewed to identify strengths, needs, and areas for improvement related to school climate, communication, engagement, and support. The team identified trends, strengths, challenges, and root causes by comparing data across student groups and content areas. Data were selected based on their relevance to student outcomes, campus goals, identified needs, and required improvement areas. Findings from the CNA were used to prioritize needs and develop the goals, strategies, and action steps included in the 2026–2027 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholders to participate in the Campus Educational Improvement Committee (CEIC) process throughout the school year. CEIC meetings were held on August 25, 2025, February 16, 2026, and May 18, 2026, from 3:00–4:00 p.m. The first CEIC meeting for the 2026–2027 school year was held on August 31, 2026, from 3:00–4:00 p.m., with additional meetings scheduled for February 15, 2027, and May 24, 2027. Meetings included opportunities to review campus and state accountability data, attendance, campus goals, employee and parent survey results, safety and attendance, PBIS, bullying/cyberbullying, and parent and volunteer engagement.

Evidence of stakeholder engagement and the CEIC process, including meeting agendas, notes/minutes, sign-in sheets, and supporting presentation materials, is maintained in the campus CEIC documentation. Meeting agendas and notes are housed in the Plan4Learning platform under the Committees section for documentation and review. The August 31, 2026 agenda and supporting materials document stakeholder review of 2025–2026 data and provide opportunities for input regarding campus goals and improvement priorities.

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 2026–2027 Campus Improvement Plan (CIP) was developed through a collaborative, data-driven process beginning in August 2026 and continuing throughout the school year. The process began with the August 31, 2026 CEIC meeting, during which stakeholders reviewed state accountability results, student performance data, attendance, campus goals, and employee and parent survey results. Campus leadership and the CEIC continued to analyze the Comprehensive Needs Assessment findings, identify priority needs and root causes, and develop goals, strategies, and action steps aligned to student and campus needs. Stakeholder feedback and data will continue to be reviewed and used to monitor and refine the plan throughout the 2026–2027 school year.

Evidence of the multiple meetings and the collaborative planning process, including agendas, notes/minutes, sign-in sheets, data presentations, and supporting documents, is housed in the Plan4Learning platform under the Committees

section. Additional evidence is maintained in the campus CEIC documentation files.

2.2 Stakeholders 1114(b)(2)

Sageland Elementary includes staff, families, and community stakeholders in the development and ongoing review of the Campus Improvement Plan through the CEIC and other stakeholder engagement opportunities. Staff members, parents, campus leaders, and community representatives are provided opportunities to review student achievement and accountability data, attendance, survey results, campus needs, goals, and improvement strategies. Feedback is solicited through CEIC discussions, staff and parent surveys, meetings, and opportunities for stakeholders to provide input regarding campus priorities, needs, and strategies. Stakeholder feedback and data are used to identify strengths and needs, determine priorities, develop goals and action steps, and monitor progress throughout the school year.

A list of CEIC stakeholders, including participant names and roles, is maintained with the committee documentation. Sign-in sheets, agendas, meeting notes/minutes, and other evidence of stakeholder participation are housed in the Plan4Learning platform under the Committees section. Additional stakeholder feedback is documented through the campus staff and parent survey results and supporting campus engagement records.

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

The Sageland Elementary Campus Improvement Plan is made available to district staff, parents, families, and the public through the campus and district website. The plan is presented in clear, understandable language and is accessible for review by stakeholders. Campus goals, priorities, and initiatives are also communicated through family parent newsletters, the campus website, ClassDojo, social media, parent meetings, and other campus communication platforms. When appropriate, information is shared in accessible formats and languages to support understanding and meaningful participation by all families. Stakeholders are encouraged to review the plan and provide feedback through campus meetings, surveys, and other established communication channels.

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

Sageland Elementary develops and implements the Campus Improvement Plan in coordination with district, state, and community resources and programs that support student academic achievement, social-emotional development, safety, attendance, and family engagement. The plan integrates Title I and other applicable federal and state requirements with campus initiatives such as RTI, PBIS, parent and family engagement, attendance interventions, tutoring and intervention programs, and social-emotional supports. The campus also collaborates with community partners to provide resources and services that address student and family needs. These programs and resources are reviewed through the campus needs assessment and CEIC process to ensure that available resources are aligned to identified needs, campus goals, and strategies for improving student outcomes.

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

The statutorily required Title I descriptions are addressed and aligned within the applicable strategies of the Campus Improvement Plan. The appropriate Title I elements are identified at the strategy level in Plan4Learning, allowing the corresponding strategy descriptions to populate this section. The strategies reflect the campus's identified needs and describe how Title I resources and activities support student achievement, family engagement, and the implementation of the Campus Improvement Plan.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Sageland Elementary evaluates the effectiveness of the Schoolwide Program and Campus Improvement Plan through ongoing monitoring, formative reviews, and an annual summative evaluation. Program effectiveness is reviewed at least semiannually through the Plan4Learning Formative Reviews, with progress monitored using student achievement and growth data, attendance, discipline, intervention/RTI data, and staff and parent perception data. CEIC agendas, meeting notes/minutes, sign-in sheets, data presentations, and other supporting documentation are maintained in the Plan4Learning platform under the Committees section.

The annual evaluation of the Schoolwide Program Plan is documented in the Plan4Learning Summative Review. The evaluation considers the implementation and impact of strategies, progress toward campus goals, and multiple sources of quantitative and qualitative data. Findings from the annual evaluation are incorporated into the following year's Comprehensive Needs Assessment (CNA) to identify strengths, determine areas of continued need, address root causes, and inform the development and revision of the next Campus Improvement Plan.