Ysleta Independent School District



Presa Elementary School

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

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Mission Statement

Teachers will have high expectations and provide quality instruction while creating genuine relationships with their students.

Vision

All Presa students will become well-rounded, life long learners
who contribute to their ever changing community.

Value Statement

Presa Elementary values collaboration, shared leadership, and research-based practices to support PLTs and ensure high levels of academic success for every student.

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Comprehensive Needs Assessment

Demographics

Summary

Presa Elementary, established in 1967, proudly serves students from Early Education through fifth grade as part of the Ysleta Independent School District. The campus is committed to high-quality instruction, equitable learning opportunities, targeted academic and specialized supports, and meaningful enrichment experiences that promote the academic, social, and developmental success of every student.

Presa has demonstrated a sustained tradition of academic excellence, earning four consecutive TEA A ratings. In 2026, the campus earned an overall accountability score of 91, including 90 in Student Achievement, 91 in School Progress, and 92 in Closing the Gaps. Presa also earned all six eligible distinction designations in Reading/Language Arts, Mathematics, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Additional recognitions include designation as a Gold Ribbon School by Children At Risk and a 2025 Texas Honor Roll School, reflecting strong academic performance and outcomes for historically underserved students. Beyond academics, Presa provides opportunities for students to develop their interests and talents, including robotics, with Presa Robotics Teams B and Z qualifying for the 2026 Region 1 State Championship.

These accomplishments reflect the collective commitment of Presa's students, staff, families, and community partners to meeting diverse student needs, maintaining high expectations, and sustaining a culture of excellence where Presa remains "A Place to Learn, A Place to Grow."

Strengths

Presa Elementary serves approximately 290 students with diverse academic, language, and instructional needs. The campus provides a range of programs and services to support emergent bilingual students, students receiving Section 504 accommodations, gifted and talented students, students at risk, and students receiving special education services. The campus includes four self-contained special education units designed to provide individualized supports based on student needs. Presa remains committed to equitable access, high-quality Tier 1 instruction, targeted intervention, enrichment, and appropriate specialized services while maintaining high expectations for all students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Presa Elementary serves a diverse, high-need student population requiring differentiated academic, language, intervention, enrichment, and specialized supports. Declining enrollment and reduced staffing may impact the campus's ability to maintain current programs and levels of support while sustaining high academic achievement and growth for all student groups.	Continued enrollment decreases have resulted in staffing reductions, requiring the campus to strategically align personnel, responsibilities, schedules, programs, and resources based on changing student needs.

★ = Priority

Student Learning

Summary

Presa Elementary has demonstrated exceptional student achievement and growth, as evidenced by earning a 2026 TEA A rating with an impressive overall score of 91, along with all six eligible distinctions. This accomplishment reflects the dedication of our educators and the effectiveness of our instructional strategies in fostering an environment where students can excel academically.

To ensure continuous improvement in student learning and progress, we employ a comprehensive approach to monitoring through various measures such as STAAR, TELPAS, CIRCLE, iStation, i-Ready, district and common assessments, classroom assessments, grades, student work, and intervention/progress-monitoring data. By utilizing these diverse data sources, we are able to gain a holistic understanding of each student's academic journey and make informed decisions to support their growth.

Our commitment to data-driven instruction is evident in our regular analysis of these data, which allows us to make necessary adjustments to Tier 1 instruction, intervention, enrichment, tutoring, and specialized supports. This tailored approach ensures that we meet the unique needs of our diverse student population, including English learners, students with disabilities, those with 504 plans, students with dyslexia, gifted and talented students, and those considered at-risk.

Presa Elementary takes pride in maintaining a 0% dropout rate, which is a testament to our focus on monitoring retention, attendance, and academic progress. While advanced courses, dual enrollment, CCMR, and graduation plans are not applicable at the elementary level, our efforts lay a strong foundation for future academic success and lifelong learning.

Strengths

Presa Elementary's exceptional student achievement and academic growth are evidenced by its 2026 TEA A rating, with an impressive overall score of 91 and the attainment of all six eligible distinctions. This accomplishment is a testament to the robust Tier 1 instruction provided by our dedicated educators, who employ data-driven practices to ensure that each student receives the support they need to thrive. Our commitment to fostering an inclusive learning environment is further demonstrated by our targeted support for diverse learners, which is integral to our students' success.

The campus's strategic use of multiple data sources, such as STAAR, TELPAS, CIRCLE, iStation, i-Ready, district and common assessments, classroom assessments, student work, and progress-monitoring data, is a cornerstone of our instructional approach. By continuously monitoring learning and adjusting instruction based on comprehensive data analysis, we are able to tailor our educational strategies to meet the unique needs of each student, thereby enhancing their academic journey.

Our teachers are adept at utilizing data to provide timely interventions and enrichment opportunities, ensuring that all students, including those in EB, SPED, 504, dyslexia, GT, and at-risk categories, receive the specialized support they require. This proactive approach not only addresses immediate learning needs but also fosters long-term academic success. Furthermore, Presa Elementary's remarkable 0% dropout rate underscores our unwavering focus on student engagement, attendance, and progress, which are critical components of our mission to support every student's educational and personal development.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although Presa Elementary demonstrates strong overall achievement, continued growth is needed to ensure all students and student groups consistently meet or exceed grade-level expectations, particularly students requiring targeted academic, linguistic, or specialized support.	Student needs vary across grade levels, content areas, and student groups, requiring more consistent use of assessment and progress-monitoring data to adjust Tier 1 instruction, provide timely intervention and enrichment, and strategically group students based on identified needs.

★ = Priority

School Processes & Programs

Summary

Presa Elementary implements structured programs and processes that support student achievement, growth, and continuous improvement. Curriculum and instruction are aligned to district standards, pacing guides, and student needs. Weekly PLTs provide opportunities for teachers and instructional coaches to analyze data, plan rigorous Tier 1 instruction, monitor progress, and adjust intervention, enrichment, tutoring, and specialized supports.

Professional development is informed by student data, T-TESS, walkthroughs, and instructional needs. Campus leadership promotes collaboration, shared decision-making, consistent communication, and ongoing monitoring. Scheduling supports small-group instruction, intervention, enrichment, and extracurricular opportunities. Technology and instructional programs support instruction, assessment, and progress monitoring.

Campus programs address the needs of EB, SPED, 504, dyslexia, GT, and at-risk students while family and community partnerships strengthen student engagement. These coordinated systems allow Presa to strategically use personnel, time, technology, and resources to maintain high-quality instruction and respond to changing student and campus needs.

Strengths

Presa Elementary demonstrates strength through structured systems that promote high-quality instruction, collaboration, and continuous improvement. Weekly PLTs, data-driven planning, targeted professional development, intervention and enrichment, technology integration, and specialized student supports allow staff to respond to diverse learning needs. Collaborative leadership, strategic scheduling, and family and community partnerships further strengthen campus programs and provide students with academic, enrichment, and extracurricular opportunities that support achievement, growth, and engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Changes in staffing, enrollment, and student needs require Presa Elementary to continuously strengthen and align campus systems to ensure consistent implementation of instructional programs, interventions, communication, and support services across all grade levels and student groups.	Staffing changes and reduced personnel have shifted roles and responsibilities, creating a need for ongoing training, clear procedures, collaboration, and consistent monitoring to maintain established systems and ensure programs are implemented with fidelity while sustaining high academic standards.

★ = Priority

Perceptions

Summary

Presa Elementary promotes a positive culture centered on high expectations, collaboration, communication, and shared responsibility. Parent and staff surveys, participation data, and stakeholder feedback are used to identify strengths and areas for improvement. The campus prioritizes timely bilingual communication, family engagement, community partnerships, and volunteer opportunities to strengthen relationships and support student success. Ongoing feedback helps leadership improve campus practices, stakeholder satisfaction, and the overall school climate.

Strengths

Presa Elementary demonstrates a strong culture of collaboration, high expectations, family engagement, and shared commitment to student success. The campus prioritizes timely bilingual communication, responsive customer service, and meaningful opportunities for parent and community involvement. Strong partnerships among staff, families, volunteers, and community organizations contribute to a welcoming school climate and support the campus's continued academic success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although Presa Elementary maintains a positive school culture, continued attention is needed to strengthen consistent communication, family engagement, and stakeholder participation to ensure all families and staff feel informed, valued, and connected to the campus.	Changing family needs, limited staffing, and varying levels of participation require the campus to provide multiple accessible and bilingual opportunities for communication, feedback, engagement, and community involvement throughout the school year.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [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] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [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

Presa will implement a campuswide data-driven instructional cycle in which teachers and instructional coaches unpack priority standards, plan aligned Tier 1 lessons, administer common formative and district assessments, and review results during weekly PLTs. Students who are not on track--including EB, SPED, 504, and at-risk students--will receive timely, targeted small-group intervention, tutoring, and intersession support, while students demonstrating mastery will receive enrichment.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and timely support will increase student growth, close achievement gaps, and help Presa maintain an A rating in state accountability.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom, Dual Language, and Special Education Teachers; Interventionists; Tutors

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 use CIRCLE BOY, MOY, and ongoing skill data to provide daily explicit instruction and differentiated small groups in phonological awareness, oral language, early literacy, numeracy, and problem solving. Teachers will communicate individual readiness goals and home-practice activities to families and adjust instruction after each progress-monitoring cycle.

Strategy's Expected Result/Impact: Pre-K students will demonstrate measurable growth in early literacy and math skills, with at least 90% meeting kindergarten-readiness standards on the EOY CIRCLE assessment.

Staff Responsible for Monitoring: Principal; Assistant Principal; Early Childhood Teachers; Instructional Coaches; Special Education Staff

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

K-2 teachers will deliver a consistent literacy block with explicit phonics, phonemic awareness, fluency, vocabulary, comprehension, and daily differentiated guided-reading/small-group instruction. Monthly iStation and classroom data will be analyzed in PLTs to regroup students, prescribe targeted intervention, and monitor accelerated progress, with added support for EB, dyslexia, SPED, and at-risk learners.

Strategy's Expected Result/Impact: K-2 students will demonstrate accelerated reading growth, with at least 50% achieving Level 4 or higher on the EOY iStation assessment and improved outcomes for EB, dyslexia, SPED, and at-risk students.

Staff Responsible for Monitoring: Principal; Assistant Principal; RLA Instructional Coach; K-2 Teachers; Dual Language Teachers; Dyslexia and Special Education Staff; Interventionists

Title I: 2.5.1, 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

K-2 teachers will deliver consistent, standards-aligned math instruction that develops number

sense, computational fluency, problem-solving, and mathematical reasoning through daily differentiated small-group instruction. Monthly i-Ready and classroom data will be analyzed in PLTs to regroup students, prescribe targeted interventions, and monitor accelerated progress, with additional support for EB, dyslexia, SPED, and at-risk learners.

Strategy's Expected Result/Impact: K-2 students will demonstrate measurable growth in mathematics, with an increased percentage meeting or exceeding grade-level expectations on i-Ready and classroom assessments, including EB, SPED, and at-risk learners.

Staff Responsible for Monitoring: Principal; Assistant Principal; Math Instructional Coach; K-2 Teachers; Dual Language Teachers; Dyslexia and Special Education Staff

Title I: 2.5.1, 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

Third-grade RLA and math teams will backward-plan from STAAR readiness standards and use weekly PLTs to design rigorous Tier 1 lessons that include modeled thinking, academic discourse, constructed response, problem solving, and frequent checks for understanding. Common-assessment and student-work data will drive flexible intervention/enrichment groups, tutoring, and intersession support until students demonstrate Meets-level mastery

Strategy's Expected Result/Impact: At least two-thirds of third-grade students will achieve Meets Grade Level or higher on STAAR RLA and math, with increased mastery of priority standards and reduced achievement gaps.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; 3rd-Grade Teachers; Dual Language and Special Education Teachers; Interventionists; Tutor

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Use prior STAAR and current assessment data to set individual growth targets, conference with students, and adjust intervention and enrichment groups. PLTs and administrators will monitor progress and provide tutoring, in-school intervention, or intersession support when students are not on track.

Strategy's Expected Result/Impact: Students will better understand their individual growth goals and receive timely, targeted support. Consistent progress monitoring and instructional adjustments will increase the percentage of students achieving expected or accelerated growth on STAAR.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom, Dual Language, and Special Education Teachers

Funding Sources: general supplies Title I, Part A, $7,957, software Title I, Part A, $3,542, supplies for classroom Title I, Part A, $2,000, instructional software Title I, Part A, $500, other reading materials Title I, Part A, $7,000, awards Title I, Part A, $3,000

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

In tested grades and subjects, teachers will implement aligned, grade-level Tier 1 instruction with explicit vocabulary, structured academic talk, reading and writing across content areas, problem-solving routines, and daily checks for understanding. PLTs will use common-assessment item analysis to reteach priority standards, provide targeted small-group support, and extend learning for students approaching or exceeding Meets Grade Level.

Strategy's Expected Result/Impact: Students in tested grades and subjects will achieve Meets Grade Level or higher on STAAR through stronger Tier 1 instruction, timely reteaching, and targeted intervention and enrichment.

Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coaches; Classroom, Dual Language, and Special Education Teachers; Interventionists

Funding Sources: other Misc. services PD Title I, Part A, 211-13-6299-00-123-24-000-A, $500, Region 19 center services PD Title I, Part A, 211-13-6239-00-123-24-000-A, $500, instructional software Title I, Part A, 211-11-6395-00-123-24-000-A, $500

Formative Reviews

November	March	May

Strategy 2

Students performing above grade level, including GT students, will receive intervention and differentiated support through small group instruction.

Strategy's Expected Result/Impact: Students will show growth throughout the year in performing assessments.

Staff Responsible for Monitoring: Assistant principal, Principal, Classroom teachers, Instructional Coaches, Librarian, SPED teachers

Funding Sources: field trips chaperones Gifted and Talented, 199-11-6411-00-123-21-000, $66, other misc services Gifted and Talented, 199-11-6299-00-123-21-000, $500, GT students field trips Gifted and Talented, 199-11-6412-00-123-21-000-, $660, general supplies Gifted and Talented, $295

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

Teachers will integrate content and language objectives, explicit academic vocabulary, visuals, sentence stems, structured conversations, and daily reading and writing into Tier 1 instruction for EB students. LPAC, teachers, and instructional coaches will jointly review STAAR, TELPAS, and classroom data, ensure linguistic accommodations are implemented with fidelity, and provide targeted bilingual/ESL intervention based on each student's proficiency level and content need.

Strategy's Expected Result/Impact: Emergent bilingual students will achieve Meets Grade Level or higher on STAAR, demonstrate improved English proficiency on TELPAS, and show stronger academic-language skills across content areas.

Staff Responsible for Monitoring: Principal; Assistant Principal; LPAC Administrator/Coordinator; Instructional Coaches; Dual Language/ESL Teachers; Classroom Teachers

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

General and special education teachers will collaboratively plan and deliver grade-level instruction that explicitly implements each student's IEP goals, accommodations, specially designed instruction, and progress-monitoring plan. PLTs and ARD teams will review student work and assessment data at least every grading period, adjust services and targeted intervention, and verify that accommodations are used routinely during instruction and assessment.

Strategy's Expected Result/Impact: At least 25% of special education students will achieve Meets Grade Level or higher on STAAR, demonstrate progress toward their IEP goals, and receive consistent accommodations and targeted instruction based on ongoing data.

Staff Responsible for Monitoring: Principal; Assistant Principal; Special Education Teachers and Case Managers; General Education Teachers; Instructional Coaches; Related-Service Staff; Diagnostician

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

Campus leadership will strengthen staff engagement through consistent communication, timely follow-up, shared decision-making, recognition, and targeted support. Staff feedback will be reviewed each nine weeks to guide campus actions.

Strategy's Expected Result/Impact: Consistent communication, shared decision-making, timely follow-up, and targeted professional support will strengthen staff collaboration and campus systems, resulting in an Employee Engagement Survey score of 4.0 or higher.

Staff Responsible for Monitoring: Principal; Assistant Principal; Campus Leadership Team; Instructional Coaches; Counselor

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

Presa will provide timely, bilingual customer service, respond to parent concerns within one school day, and use family feedback to improve communication and campus practices.

Strategy's Expected Result/Impact: Improved parent communication and responsiveness will result in a Parent Satisfaction Survey score of 4.0 or higher.

Staff Responsible for Monitoring: Principal; Assistant Principal; Teachers; Counselor; Front Office Staff

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 at least one accessible, bilingual family or community engagement activity each nine weeks and use participation data and feedback to improve future events.

Strategy's Expected Result/Impact: Family and community participation will increase through consistent, accessible engagement opportunities, strengthening partnerships that support student success.

Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Teachers; Community Partners

Funding Sources: Reading materials Title I, Part A, 211-61-6329-00-123-24-163-A, $958, general supplies Title I, Part A, 211-61-6399--00-123-24-163-A, $1,000

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

Presa will offer varied extracurricular opportunities, monitor participation each nine weeks, and recruit students who are not yet involved.

Strategy's Expected Result/Impact: At least 50% of students will participate in an academic, athletic, fine arts, leadership, or service activity.

Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Club Sponsors; PE/Fine Arts Staff; Teachers

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

Campus leadership will review budgets monthly, approve and align expenditures with campus priorities, maintain accurate records, and adjust spending to prevent deficits.

Strategy's Expected Result/Impact: The campus will remain within its allocated budget, maintain accurate financial records, and use resources effectively to support campus priorities.

Staff Responsible for Monitoring: Principal; Secretary; Budget Clerk

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

Campus administration and financial staff will use district checklists and procedures to conduct quarterly internal reviews of cash handling, deposits, purchasing, payroll/comp time, fundraising, fixed assets, and inventory. Any discrepancy will be documented, corrected promptly, and followed by staff retraining or a process adjustment to prevent recurrence.

Strategy's Expected Result/Impact: The campus will maintain financial compliance, promptly correct discrepancies, and have no material audit, inventory, cash-handling, or procedural findings.

Staff Responsible for Monitoring: Principal; Secretary-Budget Clerk

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 safety team will maintain and implement the Emergency Operations Plan; schedule, conduct, and document every required drill and exercise within mandated timelines; train staff and students on Standard Response Protocols; and complete routine exterior-door, visitor-management, and safety checks. After each drill or safety review, the team will document lessons learned, assign corrective actions, and verify completion before the next monitoring cycle.

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

Staff Responsible for Monitoring: Principal; Assistant Principal/Safety Coordinator; Campus Safety Team; Security Officer; Front Office Staff; Custodians; Teachers

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Presa Elementary School

Total SCE Funds: $329,865.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

Below is the outline to describe the district/campus Comprehensive Needs Assessment process:

1. Establish CNA working groups

2. Identify stakeholders and send invitation or meeting notice to all stakeholders

3. Schedule the CNA timeline:

4. Conduct the CNA during multiple meetings to examine the following focus areas: * Demographics * School Culture and Climate * Staff Quality, Recruitment, Retention, and Professional Development * Curriculum, Instruction, and Assessment * Family and Community Involvement * Student Achievement * Technology * College and Career Readiness * School Climate * School Safety & Security

5. Review and analyze data referenced in the campus or district profile or other data sources

6. Identify problem statements and conduct a root cause analysis

7. Utilize CNA questions to guide the needs assessment process and record responses

8. Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for improvement, and perceptions

9. Draft a CNA summary to include in the Schoolwide Plan

10. Create an outline to document the CNA process that was conducted

11. Collect agenda, invitation, meeting minutes, sign-in sheet, and handouts to submit for meeting compliance requirement

1.2 Location for Evidence of Multiple Meetings Held

August 25, 2026 (CEIC Training Meeting)

September 1, 2026 (BOY CEIC Meeting)

September 21, 2026 (CEIC Special Meeting)

November 10, 2026 (MOY CEIC Meeting)

April 27, 2027 (EOY CEIC Meeting)

See Committee Section for agendas and minutes

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

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

See Commimitte Section

2.2 Stakeholders 1114(b)(2)

Erika Mares Counselor Non-Teacher

Heather Cynor SPED TeacherTeacher

Crishna Chavez Lead Counselor District Representative

Edith Dominguez ParentParent

Maria Lechuga Parent Parent

Claudia Arreola Parent Community Member

Ashley Pasillas Mayfair Management Group Community Member

Bertha Nieto ANP Driving School Business Member

Armando Cabrera Chase Bank Business Memer

Stephanie Cuevas Teacher Teacher

Rogelio Grijalva Teacher Teacher

Marisa Luna Holguin Principal Chairperson

Liza Calleros Instructional Coach Non-Teach

*See committee section

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

Plan is posted on district website

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

Not Applicable

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

Not Applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

All supporting evidence is located in the Committee section and is documented through the campus formative and summative evaluations, as well as in the minutes of CEIC meetings where progress, implementation, and outcomes are reviewed and discussed.