Ysleta Independent School District

Pasodale Elementary School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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Mission Statement

At Pasodale Elementary, we ignite curiosity, cultivate excellence, and empower every student to lead with purpose. In partnership with our community, we prepare fearless learners and compassionate leaders ready to shape a brighter future.

Vision

All students at Pasodale will acquire academic and life-long skills that will motivate them to be confident and continue on a path that will lead them to become successful and respectful citizens.

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Comprehensive Needs Assessment

Demographics

Summary

Pasodale Elementary has been a cornerstone of our community since its establishment in 1967, providing a nurturing and inclusive environment for young learners. During the 2025-2026 academic year, we welcomed 393 students from Pre-Kindergarten through 5th grade. Our student body is predominantly Hispanic, comprising 98% of our enrollment, which enriches our school culture with diverse perspectives and traditions.

A significant portion of our students, 86%, come from economically disadvantaged backgrounds, which underscores our commitment to providing equitable educational opportunities and resources to support their academic journey. Additionally, 27% of our students are part of our Special Education (SPED) program, where we strive to offer tailored support to meet their unique learning needs. With 38% of our students identified as Emergent Bilingual, we are dedicated to fostering language development and proficiency through our One-Way Dual Language Immersion Program.

Our school maintains a commendable attendance rate of 94.5%, although we recognize the challenge posed by a 14% chronic absenteeism rate. We are actively working on strategies to engage families and students to improve attendance and ensure consistent learning experiences. Our academic offerings are robust, featuring programs such as the Gifted and Talented program, Fine Arts, and a variety of after-school clubs, including cheerleading, flags, sports, student council, and the Bluebonnet reading program, all designed to enhance student engagement and personal growth.

We are proud to have earned the Post Secondary Readiness Distinction, reflecting our commitment to preparing students for future academic and career success. Additionally, our Project Adam certification highlights our dedication to ensuring a safe and responsive environment for all students and staff. Our vision is for all students at Pasodale to acquire the academic and life-long skills necessary to become confident, successful, and respectful citizens. Our mission is to ignite curiosity, cultivate excellence, and empower every student to lead with purpose. In partnership with our community, we are committed to preparing fearless learners and compassionate leaders ready to shape a brighter future.

Strengths

Our school is deeply rooted in the community, having served as a cornerstone of the neighborhood since 1967. This long-standing presence has fostered a strong community identity, allowing us to build lasting relationships with families and local organizations, which in turn supports our students' educational experiences. The cultural strength of our school is evident in our 98% Hispanic enrollment, which creates a vibrant and cohesive cultural identity. This shared heritage fosters a sense of belonging and community among students, staff, and families, enriching the educational environment.

We are proud of our language diversity, with 38% of our students being Emergent Bilinguals. Our One-Way Dual Language Immersion Program is designed to support these students, ensuring they develop strong bilingual skills that will serve them well in a globalized world. Our commitment to equity is unwavering, as we focus on serving a high-needs population, with 86% of our students coming from economically disadvantaged backgrounds. We strive to provide equitable access to resources and opportunities, ensuring that all students have the support they need to succeed.

Our dedication to inclusive education is reflected in our 27% SPED enrollment, demonstrating our commitment to meeting the diverse learning needs of all students. We offer a range of programs and services to support students with special needs, ensuring they receive a high-quality education tailored to their individual requirements. Student engagement is a priority, and we offer a variety of programs, including GT, Fine Arts, athletics, leadership, and after-school clubs, to provide diverse opportunities for student participation. These programs help students discover their passions and develop important life skills.

Our school has earned a Postsecondary Readiness Distinction, highlighting our success in preparing students for future opportunities. We are committed to equipping our students with the knowledge and skills they need to succeed in higher education and beyond. Finally, we prioritize creating a safe learning environment for all. Our Project Adam certification reflects our strong commitment to the safety and well-being of our students and staff, ensuring that our school is a secure place for learning and growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Pasodale serves a diverse, high-needs student population, with 86% of students identified as economically disadvantaged, 38% Emergent Bilingual, and 27% receiving SPED services. These demographics create a need for consistent, differentiated academic, language, and support services to ensure equitable access and achievement for all students.	Continued refinement of differentiated, language-rich, and specially designed instruction, along with strengthened collaborative data planning, will enhance our ability to consistently meet the academic needs of EB, SPED, and economically disadvantaged students.

★ = Priority

Student Learning

Summary

Our campus data reflects both significant strengths and areas for continued growth. Third-grade STAAR Domain 1 performance growth increased from 45% to 58%, with Math Meets rising to 66% (+23%) and Reading Meets to 59% (+9%). Pre-K achieved 100% math readiness on the CIRCLE assessment. Overall campus Meets performance increased by 2%, and the campus maintained an 85/B in Relative Performance despite demographic shifts. We also retained the TEA Distinction Designation for Postsecondary Readiness, reflecting our continued commitment to student success.
Areas requiring focused attention include Closing the Gaps, which declined from an A to a C, with the component score dropping from 78 to 49. EB Meets decreased from 37% to 26%, TELPAS progress declined from 63% to 35%, and SPED Meets performance declining from 42% to 38%. Academic Growth declined from a B to a D, with Reading Growth decreasing from 72% to 53% and Math Growth from 71% to 67%. Student Achievement remained at 77/C, with Masters performance at 21%, indicating an opportunity to increase higher-level achievement.
Early literacy also declined, with Grades 1–3 Istation growth decreasing from 94% to 91%. Additionally, 45% of Kindergarten students ended the year in Tier 2 or 3, highlighting the need for stronger early literacy support. Attendance was 94.41%, below the 97% state goal, making attendance another key area for improvement.

Strengths

Our 3rd-grade students have demonstrated remarkable progress in both math and reading, as evidenced by a significant 16-point increase in composite STAAR performance, rising from 35% to 51%. This improvement is particularly notable in math, where 66% of students met the standard, marking a 21% increase, and in reading, where 59% of students met the standard, reflecting a 10% increase. These achievements underscore the effectiveness of our Tier 1 instruction and the dedication of our educators to fostering academic excellence.

In our Pre-K program, we have laid a strong foundation in mathematics, achieving a 100% composite readiness score on the CIRCLE assessment. This accomplishment highlights our commitment to early childhood education and our focus on equipping our youngest learners with the essential skills they need to succeed in their academic journey.

Our campus has also seen an overall 2% gain in students meeting academic standards, which is a testament to the hard work and perseverance of both our students and staff. Despite demographic shifts, particularly in the economically disadvantaged status of our student body, we have maintained a stable Relative Performance score of 85, equivalent to a B grade. This stability reflects our ability to adapt and continue providing quality education to all students, regardless of their economic background.

Furthermore, we are proud to have retained the TEA Distinction Designation for Postsecondary Readiness. This distinction is a recognition of our ongoing efforts to prepare students for success beyond high school, ensuring they are equipped with the knowledge and skills necessary for their future educational and career endeavors.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.
2	Domain 3 (Closing the Gaps) dropped 16 scaled points (A to C) and resulted in a lost distinction designation.	Inconsistent implementation of Tier 1 language and instructional supports across content areas for EBs and SPED students. (linguistically & instructional accommodations, integrated co-teaching support, data driven decision making based on sub pops, co-planning with SPED teacher, etc.)
3	Domain 1 (Student Achievement) remains capped at 77 (C) with 21% Masters performance.	Inconsistent integration of higher-order questioning and rigorous Depth of Knowledge (DOK) tasks limits students' opportunities to engage in complex thinking, application, and reasoning needed to progress from approaching grade level to Meets and ultimately Masters performance.

★ = Priority

School Processes & Programs

Summary

Pasodale provides standards-aligned Tier 1 instruction, PLT/PLC collaboration, intervention and differentiated supports, Dual Language, SPED services, professional learning, and multiple student enrichment opportunities. Campus leadership uses data to guide decisions, while staff and families are engaged through regular communication, surveys, meetings, and events. Support services include instructional coaches, specialists, Dyslexia, SPED staff, and instructional aides. Technology is integrated to support instruction, assessment, intervention, and student engagement.

At Pasodale, we are committed to delivering high-quality education through standards-aligned Tier 1 instruction. Our educators collaborate in Professional Learning Teams (PLT) for 90 minutes each week, ensuring that they are well-prepared to meet the diverse needs of our students. We provide targeted intervention and differentiated supports to cater to individual learning needs, alongside offering Dual Language and Special Education (SPED) services to support our diverse student population. Our commitment to professional learning ensures that our staff remains at the forefront of educational best practices, while our students benefit from a variety of enrichment opportunities that enhance their learning experience.

Our campus leadership is dedicated to making informed decisions by utilizing data effectively. We believe in fostering a strong partnership with our staff and families through regular communication, which includes surveys, meetings, and events. This collaborative approach ensures that all stakeholders are engaged and informed, contributing to a supportive and inclusive school environment.

To further support our students and teachers, we provide a range of support services. Instructional coaches and specialists work alongside our Dyslexia and SPED staff, as well as instructional aides, to deliver comprehensive support tailored to the needs of our students. The integration of technology plays a crucial role in our instructional strategies, aiding in assessment, intervention, and enhancing student engagement across all areas of learning.

We recognize the importance of providing our teachers with dedicated conference time to plan and collaborate effectively. Our scheduled library sessions, Fine Arts programs, GT, and Social Emotional Learning (SEL) initiatives are integral components of our curriculum, ensuring that our students receive a well-rounded education that nurtures both their academic and personal growth.

Strengths

Our Professional Learning Teams (PLT) and Professional Learning Communities (PLC) structures are instrumental in fostering a collaborative environment where educators can engage in shared planning, thorough data analysis, and informed instructional decision-making. This collaborative approach ensures that our teaching strategies are consistently refined and aligned with our educational goals, ultimately enhancing the learning experience for all students.

Our One-Way Dual Language program is a cornerstone of our commitment to structured language development for Emergent Bilingual students. This program not only supports language acquisition but also enriches students' cultural understanding, preparing them for a globalized world.

We offer a robust array of student enrichment opportunities, including Gifted and Talented (GT) programs, Fine Arts, athletics, leadership initiatives, and after-school clubs. These programs are designed to engage students in diverse activities that foster creativity, teamwork, and personal growth beyond the traditional classroom setting.

Ongoing professional development is a key component of our strategy to support instructional improvement and enhance student achievement. By investing in the continuous growth of our educators, we ensure that they are equipped with the latest pedagogical skills and knowledge to effectively meet the needs of our students.

The strategic use of assessment data is central to our educational approach. By identifying student needs, monitoring progress, and guiding interventions, we are able to tailor our instructional strategies to support each student's academic journey and ensure their success.

Family engagement is a vital aspect of our school community. Through regular events, open communication, and opportunities for parent involvement, we strengthen the partnership between school and home, creating a supportive network that benefits student

learning and development.

Our student support services are comprehensive, with coaches, specialists, aides, and other support staff working collaboratively to provide additional instructional and student services. This team-based approach ensures that all students receive the support they need to succeed academically and personally.

Finally, we are committed to maintaining a safe and supportive environment for all members of our school community. Our strong safety processes, coupled with Project Adam certification, underscore our dedication to providing a secure learning environment where students can focus on their education without concern for their safety.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Campus processes and programs provide a strong foundation for student success; however, greater consistency is needed in how collaborative planning, data use, differentiated instruction, intervention, and student support systems are implemented across grade levels and student groups.	Continued alignment of campus systems, including PLT collaboration, data-driven planning, intervention, and SPED/General Education support, will strengthen consistency and ensure resources effectively meet student and staff needs.

★ = Priority

Perceptions

Summary

Our school is fortunate to have a team of employees who excel in several key areas. Their ability to work together effectively and collaborate across various departments ensures that we maintain a strong focus on student success. The dedication to providing robust support services and maintaining a safe environment is evident in their daily interactions and initiatives. Furthermore, their commitment to clear communication and fostering a sense of campus unity contributes significantly to the positive atmosphere within our school community.

In terms of employee priorities, there is a clear desire to enhance teacher voice and ensure that educators feel heard and valued in decision-making processes. Providing additional support for students, particularly those in special education, is a critical focus, as is establishing consistent expectations across the board. Improving cross-team communication and allocating sufficient planning time are essential for fostering a collaborative environment. Recognizing staff achievements, ensuring access to necessary resources, and offering professional learning opportunities are vital for staff morale and development. Accessibility and expanding student activities are also areas of concern, alongside ongoing discussions about compensation and professional growth opportunities.

Our parents have identified several strengths within our school community. They appreciate the clear communication from our staff, the caring nature of our educators, and the strong sense of community that permeates our school. Family engagement is a priority, and the emphasis on student safety is a cornerstone of our operations. The high level of overall parent satisfaction is a testament to the hard work and dedication of our staff.

However, parents have also highlighted areas for improvement. There is a need for more effective communication regarding student grades and behavior to keep parents informed and engaged. Strengthening early academic interventions and support for special education students is crucial for addressing diverse learning needs. Increasing efforts in bullying prevention and recognizing student growth and effort are important for fostering a positive school culture. Strengthening family partnerships and addressing concerns related to lunch, classroom temperature, and extracurricular opportunities are also priorities that we are committed to addressing.

Strengths

Our school takes great pride in maintaining a clean and well-kept environment, as evidenced by the high ratings from our parent survey. The cleanliness and upkeep of our building and grounds are not only a reflection of our commitment to providing a safe and welcoming space for our students and their families but also an essential component of creating an optimal learning environment. We understand that a well-maintained facility contributes significantly to the overall educational experience and are dedicated to ensuring that our school remains a place where students can thrive.

Respect is a cornerstone of our school community, and we are pleased to see that families feel treated with the utmost respect. This high rating underscores our commitment to fostering a culture of inclusivity and mutual respect, where every family feels valued and heard. We strive to build strong partnerships with our families, recognizing that their involvement and support are crucial to the success of our students.

Our employees' belief in the positive impact of their work on student success and the school district is a testament to their dedication and passion. This high rating from our employee survey highlights the commitment of our staff to not only meet educational standards but to exceed them, ensuring that each student has the opportunity to succeed. Our educators and staff members are deeply invested in the growth and development of our students, and their belief in the significance of their work is a driving force behind our school's achievements.

Furthermore, the meaningfulness of the work our employees engage in is a key factor in their professional satisfaction and motivation. The high rating in this area reflects the alignment of our school's mission with the personal and professional values of our staff. We are committed to providing an environment where our employees feel that their contributions are valued and that their efforts are making a tangible difference in the lives of our students and the broader school community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Employee and parent feedback indicates a need for more consistent, proactive communication and support systems to ensure staff and families feel informed, valued, and equipped to support student success.	Inconsistent systems and structures for two-way communication, staff feedback, collaborative planning, and individualized student support have resulted in gaps in communication, recognition, academic/SPED support, and family engagement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.
2 ★	Employee and parent feedback indicates a need for more consistent, proactive communication and support systems to ensure staff and families feel informed, valued, and equipped to support student success.	Inconsistent systems and structures for two-way communication, staff feedback, collaborative planning, and individualized student support have resulted in gaps in communication, recognition, academic/SPED support, and family engagement.
3 ★	Pasodale serves a diverse, high-needs student population, with 86% of students identified as economically disadvantaged, 38% Emergent Bilingual, and 27% receiving SPED services. These demographics create a need for consistent, differentiated academic, language, and support services to ensure equitable access and achievement for all students.	Continued refinement of differentiated, language-rich, and specially designed instruction, along with strengthened collaborative data planning, will enhance our ability to consistently meet the academic needs of EB, SPED, and economically disadvantaged students.
4 ★	Campus processes and programs provide a strong foundation for student success; however, greater consistency is needed in how collaborative planning, data use, differentiated instruction, intervention, and student support systems are implemented across grade levels and student groups.	Continued alignment of campus systems, including PLT collaboration, data-driven planning, intervention, and SPED/General Education support, will strengthen consistency and ensure resources effectively meet student and staff needs.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR 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] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

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

Evaluation Data Source: State Assessments

Strategy 1

Implement consistent, evidence-based Tier 1 instructional practices that provide rigorous, standards-aligned learning experiences and address the needs of all learners.

Strategy's Expected Result/Impact: Improved student performance on classroom, district, and state assessments.
Increased percentage of students meeting or exceeding grade-level proficiency in ELAR.

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

Problem Statements: Student Learning 1

Funding Sources: General Supplies, writing tools, paper, folders, chart tablets, highlighters, dry erase, binders, staples, tape, paperclips, index cards, organizational items, dividers, card stock, construction paper, sticky notes, supplemental materials Title I, Part A, $10,000

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Strategy 2

Implement a data-driven instruction model where teachers use formative assessments to regularly track student progress in reading. Teachers will use this data to adjust instruction and provide targeted interventions for students who are not meeting growth expectations.

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

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

Use Circle assessment data to identify student strengths and gaps and provide targeted small-group instruction.

Strategy's Expected Result/Impact: Increase the percentage of Pre-K students meeting the Circle EOY readiness benchmark with progress monitored through BOY, MOY, and EOY Circle assessment data.

Staff Responsible for Monitoring: Classroom Teacher, SPED Teachers, Instructional Coach, Administrators

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

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

Use Amira assessment data to identify student strengths and gaps and provide targeted small-group instruction.

Strategy's Expected Result/Impact: Increase the percentage of K-2 students meeting the AMIRA EOY readiness benchmark with progress monitored through BOY, MOY, and EOY AMIRA assessment data.

Staff Responsible for Monitoring: Classroom Teacher, SPED Teachers, Instructional Coach, Administrators

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

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

Provide targeted small-group instruction and interventions based on individual student diagnostic data.

Strategy's Expected Result/Impact: Increase the percentage of K-2 students achieving Level 4 or higher on the EOY i-Ready Math assessment with progress monitored through BOY, MOY, and EOY assessment data.

Staff Responsible for Monitoring: Classroom Teacher, SPED Teacher, Instructional Coaches, Administrators

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

Monitor student mastery through common assessments and frequent data reviews, adjusting instruction and interventions based on student performance.

Strategy's Expected Result/Impact: Increase the percentage of 3rd Grade students achieving Meets Grade Level or higher on STAAR with progress monitored through BOY/MOY assessments, common formative assessments, interim assessments, and targeted STAAR-aligned progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers, ICs, SPED teachers, Administrators

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

Performance Objective 6

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

Strategy 1

Establish individual student growth targets and monitor progress regularly to include data chats using common formative assessments, interim assessments, and classroom evidence.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating at least one year's expected academic growth or higher on STAAR/EOC, with progress monitored through interim assessments, common formative assessments, and other campus progress-monitoring data throughout the year.

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

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

Performance Objective 7

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

Strategy 1

Use frequent formative assessments and data cycles to monitor mastery, adjust instruction, regroup students, and provide timely reteaching.

Strategy's Expected Result/Impact: Increase the percentage of students achieving Meets Grade Level or higher on STAAR/EOC exams, with progress monitored through common formative assessments, interim assessments, and campus data reviews throughout the year.

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

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

Performance Objective 8

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

Strategy 1

Use PLT/PLC data to identify academic and language-related gaps for Emergent Bilingual students and collaboratively plan rigorous, grade-level instruction that incorporates targeted language accommodations, scaffolds, and instructional responses.

Strategy's Expected Result/Impact: Increase the percentage of Emergent Bilingual students achieving Meets Grade Level or higher on STAAR/EOC exams, with progress monitored through common formative assessments, interim assessments, STAAR/EOC data, and language-proficiency progress monitoring.

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

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

Performance Objective 9

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

Strategy 1

Integrate SPED teachers and instructional aides into weekly PLCs to co-plan data-driven Tier 1 instruction and co-teaching supports for Special Education students across all content areas.

Strategy's Expected Result/Impact: Increase the percentage of SPED students achieving Meets Grade Level or higher on STAAR/EOC exams, with progress monitored through common formative assessments, interim assessments, and ongoing student progress data.

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

Problem Statements: Student Learning 1

Funding Sources: Title I, Part A,

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain 2 Academic Growth dropped to a 69 (D rating), with STAAR Reading Growth dropping 19 percentage points.	Tier 1 reading instruction focuses primarily on whole-group, grade-level delivery without sufficient small-group differentiation or data-driven interventions to support academic growth.

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

Use a consistent staff engagement system that recognizes contributions, provides timely and actionable feedback for professional growth, and creates regular opportunities for staff voice through surveys, PLCs, leadership check-ins, and campus meetings.

Strategy's Expected Result/Impact: Increase the overall Employee Engagement Survey satisfaction rating to 4.0 or higher, with particular attention to the campus priority area of receiving recognition and feedback that supports improved job performance.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Strengthen two-way communication through parent conferences, progress updates, surveys, family events, and opportunities for parent input.

Strategy's Expected Result/Impact: Increase the overall Parent Satisfaction Survey rating to 4.0 or higher, with particular attention to the priority area of consistent communication and actionable feedback regarding student progress and areas for improvement.

Staff Responsible for Monitoring: Teachers, Administrators, Counselor

Funding Sources: Title I, Part A,

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 meaningful family engagement opportunity each nine weeks, aligned to student and family needs, to equip families with resources and strategies that support academic achievement, attendance, behavior, language development, and social-emotional well-being.

Strategy's Expected Result/Impact: Conduct at least four documented parent/family engagement opportunities throughout the school year, with participation and feedback monitored to evaluate engagement and identify opportunities for improvement.

Staff Responsible for Monitoring: Principal
Assistant Principal(s)
Counselor
Instructional Leadership Team
Teachers and campus staff
Community partners

Funding Sources: Title I, Part A, $3,144

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

Promote diverse opportunities for students to participate in after-school clubs, 5th-grade fine arts electives, and art experiences for Pre-K-4th grade students and SPED units, ensuring all students have meaningful opportunities to engage in activities that align with their interests, strengths, and talents.

Strategy's Expected Result/Impact: Increase and maintain student participation as noted in extracurricular rosters, activity participation records, and campus tracking data.

Staff Responsible for Monitoring: Counselor, Teachers, Administrators

Formative Reviews

November	March	May

Strategy 2

Increase opportunities for advanced learners in all grade levels by providing supplemental instructional resources, enrichment experiences, and access to academic competitions that extend learning beyond the grade-level curriculum and promote continued academic growth.

Strategy's Expected Result/Impact: Increased opportunities for students to apply higher-order thinking, problem-solving, collaboration, and content-specific skills.

Staff Responsible for Monitoring: Librarian, Classroom Teachers, AP, Principal

Problem Statements: School Processes & Programs 1

Funding Sources: Competitions, field trips, travel, Creative Learning Collab, Q-BEC,Young Rembrandts, Snapology/Stem Investments, general supplies, materials Title I, Part A, $2,371

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus processes and programs provide a strong foundation for student success; however, greater consistency is needed in how collaborative planning, data use, differentiated instruction, intervention, and student support systems are implemented across grade levels and student groups.	Continued alignment of campus systems, including PLT collaboration, data-driven planning, intervention, and SPED/General Education support, will strengthen consistency and ensure resources effectively meet student and staff needs.

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Monitor campus expenditures and budget balances regularly making timely adjustments to spending plans to ensure expenditures remain within the allocated budget and align with approved campus priorities.

Strategy's Expected Result/Impact: Campus expenditures will remain at or below 100% of the allocated campus budget, with budget monitoring conducted regularly throughout the school year.

Staff Responsible for Monitoring: Principal and Secretary

Formative Reviews

November	March	May

Performance Objective 2

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

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Conduct regular reviews of campus financial, inventory, cash-handling, and compliance procedures to ensure adherence to district requirements and address any identified concerns promptly.

Strategy's Expected Result/Impact: The campus will have zero material findings related to audit, compliance, inventory, cash handling, or financial procedures during the school year.

Staff Responsible for Monitoring: Principal and Assistant Principal

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

Maintain a campus safety calendar to ensure all required drills and exercises are scheduled, completed, documented, and reviewed within required timelines.

Strategy's Expected Result/Impact: Complete 100% of required drills and exercises within designated timelines and achieve zero findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Assistant Principal, Principal

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Pasodale Elementary School

Total SCE Funds: $333,080.00

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

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:
    - CNA Start: August
    - CNA End/Due: May
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
    - Parent and Family Engagement
    - 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
    - Attendance, STAAR, TELPAS, Amira, iReady, MClass, Summit K12, CLI, Benchmarks, SEL surveys, Parent and Employee engagement surveys
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

CNA - May 18, 2026 and Final Review - September 2, 2026

Evidence of meeting is located in the Committee' section of the CIP

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

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

The campus used a continuous improvement process in which data informed the Comprehensive Needs Assessment (CNA), priority needs were identified, and root cause analysis informed problem statements and Schoolwide Program/Campus Improvement Plan (CIP) goals and strategies. The CEIC provided input and reviewed the CNA and CIP throughout the process.

On May 18, 2026, CEIC teaching and non-teaching professional members reviewed the CNA focus areas and identified strengths and areas of need.

During the July 30, 2026 Title I meeting, the Family Engagement Policy and School-Parent Compact were reviewed. Parents were provided an opportunity to share feedback and input.

During professional development in July 2026, campus data and CNA findings were shared with faculty and staff. Staff reviewed strengths, needs, and campus priority areas for the 2026–2027 school year.

At the September 2, 2026 CEIC meeting, stakeholder feedback, employee and parent survey results, and final TEA campus data were reviewed. The findings informed the development and refinement of the Schoolwide Program/CIP goals, strategies, and action steps for the 2026-2027 school year.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the Schoolwide Plan/CIP development process through CNA reviews, team discussions, parent meetings, surveys, and CEIC meetings. Staff and CEIC members review campus data and identify strengths and needs, while families provide feedback through parent meetings, surveys, and review of the Family Engagement Policy and School-Parent Compact. Stakeholder feedback is reviewed by the CEIC and used to identify priorities and develop and refine the Schoolwide Plan/CIP. Evidence is included in the meetings listed in the committee section of the CIP document.

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

Plan is posted on the district website.

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

not applicable

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

not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Everything will be loaded in the committee section