Ysleta Independent School District

Mission Valley Elementary School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

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Mission Statement

The faculty, staff and community pledge to promote student engagement, to that our students continue to grow academically, socially, and emotionally in order to meet the challenges of higher learning.

Vision

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four-year college, university of institution of higher education so that they become successful citizens is their community.

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Comprehensive Needs Assessment

Demographics

Summary

Our school proudly serves a diverse student body of 460 students from Kindergarten through 5th grade. The demographic composition of our student population is predominantly Hispanic, accounting for 98.4% of our students, with African American and White students each representing 0.7%, and Asian students making up 0.2%. This rich cultural diversity is a cornerstone of our community, fostering an inclusive environment where all students can thrive.

A significant portion of our students, 82%, are identified as economically disadvantaged. This statistic underscores the importance of providing equitable access to resources and support to ensure that every child has the opportunity to succeed academically and personally. We are committed to addressing the needs of our students and their families through various support programs and initiatives.

Our school maintains a commendable attendance rate of 94.9%, reflecting the dedication of our students and their families to education. This high attendance rate is a testament to the engaging and supportive learning environment cultivated by our dedicated team of 34 full-time teachers and 30 staff members. Their commitment to excellence in education is evident in the positive outcomes we achieve.

We are proud to offer a one-way dual language immersion program, which is an important feature of our school. This program not only enhances language proficiency but also promotes cultural understanding and appreciation among our students. Located at 8674 North Loop 79907, our school is a vibrant hub of learning and growth, where we strive to prepare our students for future success in an increasingly globalized world.

Strengths

Our school is privileged to serve a vibrant and diverse student body of 460 students ranging from Kindergarten through 5th grade. The demographic composition of our student population is predominantly Hispanic, with 98.4% of our students identifying as such. Additionally, African American and White students each represent 0.7% of our student body, while Asian students make up 0.2%. This rich cultural diversity is a cornerstone of our community, fostering an inclusive environment where all students can thrive. We celebrate this diversity by integrating multicultural perspectives into our curriculum and school activities, ensuring that every student feels valued and respected.

A significant portion of our students, 82%, are identified as economically disadvantaged. This reality underscores our commitment to providing equitable educational opportunities and resources to all our students. We strive to support our students and their families by offering programs and services that address their unique needs, such as free or reduced-price meals, access to technology, and after-school enrichment activities. Our dedicated staff works tirelessly to create a nurturing and supportive environment that empowers every student to succeed academically and personally, regardless of their economic background.

Our school is committed to providing individualized support to our students, as evidenced by the fact that a significant portion of our student body, approximately 20%, have an Individualized Education Program (IEP). This demonstrates our dedication to inclusivity and personalized education, ensuring that each student receives the tailored resources and attention they need to succeed academically and personally. Our staff is highly trained to meet diverse learning needs, and we continuously strive to create an environment where all students can thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	We have not met state target in Meets/Masters growth for SPED students in the past three years.	Effective systems not in place/lacking progress monitoring. The ILT, PLTs and SPED department are routinely checking for growth every 3 weeks through common assessment and checkpoints.

★ = Priority

Student Learning

Summary

The campus received an overall scaled score of 72, which corresponds to a grade of C. Within this, Student Achievement was identified as the lowest area, with a scaled score of 67, equivalent to a D. Similarly, STAAR Performance also received a scaled score of 67. These results highlight the necessity for additional targeted instruction to enhance students' mastery of the Texas Essential Knowledge and Skills (TEKS) at their respective grade levels. It is imperative that we focus on strengthening our instructional strategies to better support our students in achieving academic success.

In terms of School Progress, the campus achieved a scaled score of 72, again reflecting a C grade. Academic Growth, with a score of 70, indicates that there is a need to closely monitor the progress of individual students. It is crucial to implement timely interventions for those who are not demonstrating the expected growth. The score of 72 in Relative Performance suggests that we must continue to pay attention to the achievement levels of students from diverse economic backgrounds, ensuring that all students have equitable opportunities to succeed.

The Closing the Gaps domain also received a scaled score of 72, which is a C. This score underscores the importance of identifying and addressing achievement disparities among different student groups. To effectively close these gaps, we must employ differentiated instruction, targeted interventions, and consistent progress monitoring. Providing appropriate academic supports will be essential in ensuring that all student groups can achieve their full potential.

Strengths

Mission Valley Elementary School has demonstrated a strong commitment to fostering a supportive and inclusive learning environment. Our student body benefits from a curriculum that emphasizes cultural awareness and respect, allowing students to learn from one another's experiences and perspectives. This inclusive approach not only enriches the educational experience but also prepares our students to thrive in a global society.

Our dedicated teaching staff is another key strength, as they are committed to continuous professional development and employ innovative teaching strategies to meet the diverse needs of our students. By integrating technology and hands-on learning opportunities, our teachers engage students in meaningful ways, promoting critical thinking and problem-solving skills that are essential for academic success.

Furthermore, Mission Valley Elementary School places a strong emphasis on parental and community involvement, recognizing that education is a collaborative effort. We actively encourage parents to participate in school activities and decision-making processes, fostering a sense of community and shared responsibility for student achievement. This partnership between home and school creates a supportive network that enhances student learning and well-being.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student Achievement was the lowest area, with a scaled score of 67.	Students have gaps in mastery of grade-level standards and prerequisite skills, resulting in difficulty applying content knowledge and demonstrating proficiency on STAAR-aligned assessments. Inconsistent academic growth and the need for targeted intervention further contribute to lower overall student achievement. Grades 3-5 in depart. PLTs will increase content instructional and interventions.

★ = Priority

School Processes & Programs

Summary

Mission Valley Elementary has established systems and processes that support standards-aligned instruction, collaborative planning, progress monitoring, intervention, and continuous improvement. Strengths include protected instructional blocks for core content, Professional Learning Team collaboration, use of multiple assessment sources, and targeted intervention through Empower Hour. Teachers use district curriculum, TEKS, essential standards, common assessments, student work, STAAR data, district checkpoints, i-Ready, mCLASS, Amira/Istation, DRA, TELPAS, and classroom-based evidence to monitor learning and identify student needs. Instructional expectations emphasize grade-level rigor, clear learning objectives, frequent checks for understanding, purposeful small-group instruction, academic vocabulary, structured student conversations, and differentiated supports for Emergent Bilingual, Special Education, GT, 504, and RTI students.

Campus data indicate a continued need to strengthen Tier 1 instructional consistency, intervention fidelity, and student growth, particularly for students receiving Special Education services. As an ATS campus, Mission Valley has prioritized stronger alignment among core instruction, accommodations, intervention, progress monitoring, and accountability outcomes. Walkthroughs, PLTs, ILT meetings, Guiding Coalition work, and professional development are used to monitor implementation and provide feedback. Professional learning focuses on PLC practices, data analysis, differentiation, language supports, student engagement, instructional rigor, T-TESS expectations, and effective supports for special populations. Leadership decisions are driven by student performance data, classroom observations, teacher input, district expectations, and identified gaps in student learning.

Communication and organizational systems support implementation of campus priorities. Staff communication occurs through MVES NEWS, email, announcements, PLTs, ILT meetings, faculty meetings, and leadership feedback. Families receive information through parent conferences, Open House, Title I meetings, assessment meetings, campus communication, and family-engagement activities. Student support systems include RTI, Special Education, 504, LPAC, counseling, behavior supports, attendance monitoring, safety procedures, and intervention/enrichment structures. Technology is integrated through student devices, digital assessment platforms, instructional resources, data-analysis tools, and communication systems.

Moving forward, Mission Valley will continue refining its systems to ensure that programs and processes result in measurable student outcomes. Priority next steps include strengthening Tier 1 instructional fidelity across classrooms, improving the consistency and documentation of interventions, monitoring student growth more frequently, ensuring accommodations and language supports are implemented with fidelity, and using PLT and ILT structures to respond quickly when students are not demonstrating expected progress. Particular attention will remain on accelerating growth for Special Education students and other identified student groups. These efforts align with the campus commitment to **#TheMission — Anchored on Student Learning**, with all systems focused on improving student growth, achievement, and access to rigorous instruction.

Strengths

Mission Valley Elementary implements a variety of schoolwide processes and programs designed to improve student achievement, support staff development, strengthen communication, and provide a safe and organized learning environment.

Curriculum and Instruction: Instruction is aligned to the TEKS, district curriculum, essential standards, and grade-level expectations. Teachers use clear learning objectives, checks for understanding, small-group instruction, academic vocabulary, structured conversations, and differentiated supports. Professional Learning Teams (PLTs) collaborate to plan instruction, analyze student work, review assessment data, and determine intervention and enrichment needs.

Assessment and Progress Monitoring: Student learning is monitored through STAAR, district checkpoints and interims, common assessments, i-Ready, mCLASS, Amira/Istation, TELPAS, classroom assessments, and student work. Data are reviewed regularly to identify student strengths, learning gaps, and growth. Special attention is given to students receiving Special Education services, Emergent Bilingual students, students receiving 504 services, GT students, and students receiving RTI support.

Intervention and Enrichment: Empower Hour provides targeted intervention and enrichment opportunities in Reading, Math, and Science. Student groups are adjusted based on current data and progress monitoring. Teachers provide additional scaffolds, accommodations, supplemental aids, language supports, and differentiated instruction based on student needs.

Professional Development: Staff development is aligned to campus improvement priorities and includes PLC practices, Tier 1 instruction, data analysis, differentiation, intervention, special populations, language supports, student engagement, and T-TESS expectations. Professional learning occurs through district training, campus professional development, Guiding Coalition meetings, PLTs, ILT meetings, instructional coaching, and walkthrough feedback.

Leadership and Decision-Making: Campus leadership includes the principal, assistant principal, counselor, Instructional Leadership Team, Guiding Coalition, PLTs, and campus committees. Decisions are based on student achievement data, classroom observations, staff input, district expectations, and identified campus needs. Leadership teams regularly review implementation and determine next steps for improvement.

Communication: Staff communication occurs through campus newsletters and slides, email, morning announcements, faculty meetings, PLTs, ILT meetings, and leadership updates. Families receive communication through parent conferences, Open House, Title I meetings, STAAR/TELPAS information sessions, campus notices, phone calls, and other family engagement opportunities.

Student Support Services: Mission Valley provides support through Special Education, 504, RTI, LPAC, counseling, behavior intervention, attendance monitoring, safety procedures, and social-emotional supports. Campus teams collaborate to ensure students receive appropriate academic, behavioral, and emotional support.

Scheduling and Organization: The campus master schedule protects instructional time for Reading, Math, Science, and Social Studies while also providing PE, Fine Arts, Empower Hour, intervention, and enrichment opportunities. Schedules and student groupings are reviewed to maximize instructional time and address student needs.

Technology Integration: Technology supports instruction, assessment, intervention, data analysis, and communication. Students use district devices and approved digital learning programs such as MClass, IReady, Progress Monitoring, Summit K-12, Istation/ Amira while teachers use technology to monitor progress, differentiate instruction, access curriculum resources, and communicate with families.

Extracurricular and Cocurricular Programs: Students have opportunities to participate in Fine Arts, PE, GT programming, eSports, academic enrichment, campus activities, student celebrations, and other schoolwide events that promote engagement, leadership, creativity, and school belonging.

Overall, Mission Valley Elementary uses a continuous improvement process to evaluate the effectiveness of its programs and systems. Campus leaders and staff regularly review student data, instructional practices, interventions, and support services to determine adjustments needed to improve student learning. These processes support the campus focus of **#TheMission — Anchored on Student Learning**.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Schoolwide instructional and intervention processes have not been implemented consistently across all classrooms, resulting in uneven student growth, particularly among Special Education and other high-need student groups.	Expectations for Tier 1 instruction, progress monitoring, intervention fidelity, accommodations, and data-driven decision making have not been consistently monitored and reinforced through PLTs, walkthroughs, and leadership follow-up due to multiple changes in leadership. Consistency will improve follow up on campus systems.

★ = Priority

Perceptions

Summary

At Mission Valley, we utilize Thrill Share as a communication platform that allows us to effectively engage with our school community. This tool enables us to share important updates, announcements, and achievements in real-time, ensuring that parents, students, and staff are always informed and connected.

Class Dojo has been integrated into our classrooms as a means to foster positive behavior and enhance communication between teachers and parents. Through this platform, we are able to provide immediate feedback to students, celebrate their successes, and keep parents informed about their child's progress and classroom activities.

We have also introduced a Monthly Student Calendar to help students and parents stay organized and aware of upcoming events, deadlines, and important dates. This calendar serves as a valuable resource for planning and ensures that everyone is prepared and informed about the various activities and opportunities available throughout the school year.

Our school is committed to fostering a strong sense of community and engagement among our families through a variety of events. We host multiple family events throughout the year, such as Grandparent Day and Parent Walks, which provide opportunities for family members to actively participate in their child's educational experience. Our Open House events are designed to welcome families into our school environment, allowing them to meet teachers and staff, and gain insight into the curriculum and activities their children are involved in. Additionally, we hold Fall and Spring Parent Conferences to facilitate open communication between parents and teachers, ensuring that we work collaboratively to support each student's academic and personal growth. Events like Dances with Dad and Masterpieces with Mom are special occasions that celebrate the unique bonds between parents and their children, creating cherished memories and strengthening family ties within our school community.

Strengths

Mission Valley demonstrates a growing culture of collaboration, shared responsibility, and commitment to student success. Staff work through PLTs, ILT, and the Guiding Coalition to support instruction and student needs. Communication with staff and families is consistent through campus updates, conferences, parent meetings, and school events. Students benefit from supportive staff, counseling, intervention, enrichment, and extracurricular opportunities. The campus theme, **#TheMission — Anchored on Student Learning**, has helped strengthen school identity, staff ownership, and a collective focus on continuous improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Communication, collaboration, expectations and shared ownership are not yet consistent across all staff and families.	Stakeholder input, two-way communication, and follow-through are not consistently embedded in campus processes. Continuity in administration will allow for consistency in expected communication systems.

★ = 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] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

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] **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 benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Intervention data**
- [x] **Other**

  IReady, MCLASS

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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **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] **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] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [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**

Support Systems and Other 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] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: State Assessments

Strategy 1

Mission Valley ES will purchase and provide standards-aligned instructional supplies, student consumable materials, classroom resources, intervention materials, materials and manipulatives, and other supplemental resources necessary to support high-quality Tier 1 instruction, targeted interventions, enrichment, student engagement and implementation of the guaranteed and viable curriculum.

Strategy's Expected Result/Impact: Students and teachers will have consistent access to the materials necessary to implement standards-aligned lessons, provided differentiated instruction, increase student engagement, and improve student achievement and academic growth.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, classroom teachers, interventionist and campus secretary/budget clerk.

Funding Sources: Title I, Part A, 211-11-6399-00-135-24-000-A, $12,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

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 received district PD on how to improve Tier One instruction using HMH and small group practices.

Strategy's Expected Result/Impact: This should help students receive differentiated instruction at their needs level.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	District Instruction on HMH	District	BOY PD	✓
2	Progress Monitor Student Growth	Teachers	Weekly 26-27	
3	Create Students Groups	Teachers	As needed 26-27	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 3 ☑ High Priority

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.

Evaluation Data Source: IReady progress

Strategy 1

Progress monitoring or student progress on Iready for students K-2. If students demonstrate lack of growth, students would be called for small group interventions during Math Tier One or Empower Hour intervention time.

Strategy's Expected Result/Impact: Address the students at demonstrated proficiency and address misconceptions. Will improve student learning.

Staff Responsible for Monitoring: Teachers, Instructional coaches, Administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Progress monitoring of student progress on Iready for students K-2	Teachers	weekly 26-27	
2	If students demonstrate lack of growth, students would be called for small group interventions during Math Tier One or Empower Hour intervention time	Teachers, Sped, Tutors	weekly 26-27	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **March** **May**

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR Reading Math Grade 3

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Progress Monitoring of student common assessments every 3, 6, and 9 week checkpoints to ensure student learning and intervene as appropriate through small group interventions.

Strategy's Expected Result/Impact: Creating small group to intervene consistently will increase the number of students who are in approaches to meets and meets to masters as interventions are being immediately addressed.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Progress Monitoring of student common assessments every 3, 6, and 9 week checkpoints to ensure student learning and intervene as appropriate.	Teachers, Sped teachers (as appropriate, tutors, instructional coaches, administration	weekly basis 26-27	
2	Ensure student learning and intervene as appropriate through small group	Teachers, Sped teachers (as appropriate, tutors, instructional coaches, administration	weekly basis 26-27	

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR Grades 4-5 Reading Math

Strategy 1 ☑ Additional Targeted Support Strategy

Progress monitoring every common assessment/checkpoint/interim.

Strategy's Expected Result/Impact: Increased growth

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Progress monitoring every common assessment/ checkpoint/interim.	Teachers, Instructional Coaches, Sped Team as appropriate, Administration	approximately every 2-3 weeks for 26-27	
2	small group instruction as a response during Tier One small group or intervention time	Teachers, Instructional Coaches, Sped Team as appropriate, Administration	approximately every 2-3 weeks for 26-27	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **March** **May**

Strategy 2

Progress Monitoring Tracker

Strategy's Expected Result/Impact: Student Growth

Staff Responsible for Monitoring: Admin/Teachers

Formative Reviews

November **March** **May**

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR, interim tests

Strategy 1 ☑ Additional Targeted Support Strategy

Progress Monitoring for Meets Achievement

Strategy's Expected Result/Impact: Increased Meets

Staff Responsible for Monitoring: Administration/Teachers/Sped as appropriate

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Progress Monitoring for Meets Achievement	Teachers/ Sped as appropriate/ Instructional Coaches/ Administration	every 2-3 weeks 26-27	
2	address lack of growth through small group during Tier One or intervention time	Teachers/ Sped as appropriate/ Instructional Coaches/ Administration	every 2-3 weeks 26-27	

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **March** **May**

Performance Objective 7 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR, interim tests

Strategy 1

We are using Summit K-12 to progress monitor our students

Strategy's Expected Result/Impact: Improved EB student performance

Staff Responsible for Monitoring: Teachers/admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We are using Summit K-12 to progress monitor our students	Teachers/ admin	every 2-3 weeks 26-27	

Formative Reviews

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Performance Objective 8 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR grade 3-5

Strategy 1 ☑ Additional Targeted Support Strategy

Progress monitor common assesessment and Iready and Istation. Respond to student learning through small group for students who do not grow and to increase rigor for those that do systematically.

Strategy's Expected Result/Impact: Increase student learning growth and increase in number of students demonstrating student mastery.

Staff Responsible for Monitoring: Teachers, Instructional coaches, Administration, Sped Teachers/ Tutors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Progress monitor common assessment and Iready and Istation	Teachers, Instructional coaches, Administration, sped as appropriate	every two-3 weeks in 26-27	
2	Respond to student learning through small group for students who do not grow and to increase rigor for those that do systematically	Teachers, Instructional coaches, Administration, sped as appropriate	every two-3 weeks in 26-27	

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 9 ☑ High Priority ☑ HB3 Goal

Supplemental instructional programs to include progress learning and tools to support existing instructional programs and or resources such as headphones with microphones for Istation Amira

Evaluation Data Source: benchmark, unit assessments, common assessments, interim assessments, Istation, Iready STAAR TELPAS

Strategy 1 ☑ Additional Targeted Support Strategy

Purchase and implement supplemental instructional programs, including Progress Learning, and instructional technology/resources such as headphones with microphones to support Istation, Amira, and other intervention programs. Teachers will use these resources to provide differentiated instruction, intervention, practice, and progress monitoring based on student data.

Strategy's Expected Result/Impact: Improvement in student academic growth

Staff Responsible for Monitoring: Administrators/Instructional Coaches/Teachers/Sped as appropriate

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Purchase and implement supplemental instructional programs, including Progress Learning, and instructional technology/resources such as headphones with microphones to support Istation, Amira, and other intervention programs	Administrators/ Instructional Coaches/ Teachers/ Sped	1-2 weeks during 26-27	
2	Teachers will use these resources to provide differentiated instruction, intervention, practice, and progress monitoring based on student data.	Administrators/ Instructional Coaches/ Teachers/ Sped	1-2 weeks during 26-27	

Funding Sources: Title I, Part A, $15,500

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	March	May

Performance Objective 10 ☑ High Priority

Enrichment is provided to students performing at above grade level to maintain mastery in all contents to include differentiation for GT students with supplemental resources/supplies to increase rigor and provide accelerated instruction.

Evaluation Data Source: Grades, Common Assessments, Benchmarks, Interim Assessments, IReady Levels, Istation Levels, STAAR

Strategy 1

Enrichment is provided to students performing at above grade level to maintain mastery in all contents to include differentiation for GT students with supplemental resources/supplies to increase rigor and provide accelerated instruction.

Strategy's Expected Result/Impact: Maintain growth student from beginning of year assessments to end of year assessments

Staff Responsible for Monitoring: Admin, Teachers, GT coordinator

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	differentiation for GT students with supplemental resources/supplies to increase rigor and provide accelerated instruction through small group	Teacher/GT coordinator/ admin/IC	every 2-3 weeks through 26-27	

Funding Sources: Trainings such as Young Rembrandts, STEM or robotics, GT software or tech supplies, transportation for field trips or events and travel, workshops etc. Gifted and Talented, 19900002100, $3,273

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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

Build teacher/staff capacity through acknowledgement of student performance in data talks/ TTESS/PLTs

Strategy's Expected Result/Impact: build pride in practices/ improvement of teacher morale

Staff Responsible for Monitoring: administration/ILT

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	acknowledgement of student performance in data talks/TTESS/PLTs	administration/ILT	every 2-3 weeks 26-27	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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

Provide opportunities for teachers/parents/ community to collaborate/communicate

Strategy's Expected Result/Impact: Improved parent/teacher collaboration/communication

Staff Responsible for Monitoring: Administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide opportunities for teachers/parents/ community to collaborate	Administrati on	every 2-3 months	

Formative Reviews

November **March** **May**

Performance Objective 3 ☑ High Priority

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: Fall, Spring Conferences, Family Events

Strategy 1

Increase or maintain learning opportunities for parents by offering a variety of parent classes, information and activities. Continue to build & promote parental involvement through the volunteer program, school events and celebrations.

Strategy's Expected Result/Impact: To increase or maintain learning opportunities for parents and improve support for student learning and development

Staff Responsible for Monitoring: Admin, teachers, office staff

Funding Sources: Materials for events and hospitality costs to include beverages, snacks, napkins, cups, plates, Title I, Part A, $4,228

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November **March** **May**

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Evaluation Data Source: All K-5 participates in fine arts classes such as ART/Choir/Band.

Strategy 1

All students have fine arts opportunities at least once a week/ (5th grade daily) and or library or technology

Strategy's Expected Result/Impact: Create well rounded students/ improve student experience

Staff Responsible for Monitoring: administration

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All students have fine arts opportunities at least once a week/ (5th grade daily) library or technology	administration	26-27	

Formative Reviews

November **March** **May**

Performance Objective 5

All K-5 participates in fine arts classes such as ART/Choir/Band.

Evaluation Data Source: It is built into their schedule.

Strategy 1

It is built into the master schedule.

Strategy's Expected Result/Impact: Improve student experience.

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

Purchases will be limited to areas related to student learning/positive campus culture/safety.

Strategy's Expected Result/Impact: Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Staff Responsible for Monitoring: Administration/Secretary

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Principal signs for all purchases made	Principal/ Secretary	26-27	

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

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

Reviewing district expectations on materials, compliance, inventory and financial procedures.

Strategy's Expected Result/Impact: Scoring well on audits/compliance

Staff Responsible for Monitoring: Administration

Formative Reviews

November **March** **May**

Performance Objective 3 ✅ High Priority

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

Enforcing our safety protocols. Reviewing expectations.

Strategy's Expected Result/Impact: Continued safety protocols

Staff Responsible for Monitoring: Administration/staff/faculty

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly opportunities to practice and providing feedback on results	admin/ safety coodinator/ teachers/ staff	26-27	

Formative Reviews

November **March** **May**

Performance Objective 4

Implement strategies to promote perfect attendance such as recognitions, trophies, and treats. Contact parents of students who have struggling attendance to implement plan of action and offer support. Ensure office, admin and teachers are monitoring attendance.

Evaluation Data Source: attendance reports, teacher attendance reports

Strategy 1

Implement strategies to promote perfect attendance such as recognitions, trophies, and allowable incentives. Contact parents of students who have struggling attendance to implement plan of action and offer support.

Strategy's Expected Result/Impact: Improve student attendance which impacts student learning outcomes.

Staff Responsible for Monitoring: Admin, Office, attendance committee, teachers

Funding Sources: Attendance incentives, certificates, trophies, recognition supplies, and parent communication materials Title I, Part A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Strategy 2

Providing Campus Incentives

Strategy's Expected Result/Impact: Positive attendance

Staff Responsible for Monitoring: Administration/Attendance/Teachers.

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Mission Valley Elementary School

Total SCE Funds: $259,507.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State comp ed provides for 1 teacher salaries/benefits and 2 instructional coaches which allows for additional support for students with an IEP and lower student/teacher ratios.

Title I Summary

Title I

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

1.1 Description of CNA Process

Mission Valley Elementary conducted the CNA process through ongoing campus leadership, PLT, ILT, Guiding Coalition, and CEIC meetings during the 2026–2027 school year. Stakeholders included administrators, teachers, support staff, parents, and other campus representatives selected to represent grade levels, programs, and student groups. The team reviewed the four CNA areas: demographics, student achievement, school processes and programs, and perceptions. Data sources included STAAR, district checkpoints/interims, i-Ready, mCLASS, Amira/Istation, TELPAS, Special Education data, attendance, behavior, walkthroughs, staff and parent feedback, and other campus-based measures. Data were selected based on relevance to campus goals, accountability requirements, identified student groups, and trends showing strengths, gaps, and areas needing improvement. The CNA was revisited throughout the year as new data became available and was used to guide campus priorities, professional development, interventions, and improvement planning.

1.2 Location for Evidence of Multiple Meetings Held

Mission Valley Elementary conducted the CNA process through ongoing campus leadership, PLT, ILT, Guiding Coalition, and CEIC meetings during the 2026–2027 school year. They are held in our PLC Room at Mission Valley Elementary on May 12, 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)

EOY CEIC reviews student enrollment, attendance, student accountability in state scores and interim projections, as well as programs and instructional practices. At this time, we discuss any needs from grade levels based off of this data and district curriculum programs than necessitate materials such as headphones with microphones for Amira/Istation that would allow the student to learn and produce more effectively. As we meet, at BOY or MOY and we have additional needs or different needs, we make necessary adjustments.

2.2 Stakeholders 1114(b)(2)

Meeting invites, notes and agendas are sent to all stake holders so they can discuss and bring concerns/questions/ suggestions.

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

Meetings are held in English afterschool but we are open to discussing in Spanish if needed. Notes are sent by email but

printed for those who attend meeting in person. 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

CEIC meeting discuss accountability, school systems and instructional programs, attendance, enrollment, budget, etc. as an open format to the community and campus. Evidence is located in our formative and summative evaluations and in our minutes of our CEIC meetings.