Ysleta Independent School District

East Point Elementary School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 08:29 PM

Mission Statement

Our mission is to ensure a safe, respectful, and collaborative school community that guarantees learning for ALL students.

Vision

We are committed to delivering high-quality instruction that develops well-rounded learners with the real-world skills needed to become positive and self-driven members of society.

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 7

Student Learning 9

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : Our Future 23

Goal 2 : Our People 34

Goal 3 : Our Investment 37

State Compensatory Education 40

Budget for East Point Elementary School 41

Title I Summary 42

Title I 43

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 43

1.1 Description of CNA Process 43

1.2 Location for Evidence of Multiple Meetings Held 43

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 43

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 43

2.2 Stakeholders 1114(b)(2) 44

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 44

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 44

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 44

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 44

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Based on a comprehensive review of **student achievement data, accountability results, campus programs and processes, and parent and staff perception surveys**, East Point Elementary demonstrates a strong of academic achievement, student growth, effective instructional systems, and positive school culture. The campus earned an **A accountability rating**, with strengths in Student Achievement, School Progress, Closing the Gaps, and multiple distinction designations.

Demographics

Summary

Since opening its doors in 1966, East Point Elementary has proudly served generations of students in the Ysleta Independent School District. Today, our campus is home to about 500 eager learners in grades EE through 5th, each bringing unique talents and perspectives that enrich our school community. Our students represent the vibrant diversity of the Eastwood area, with families from a wide range of cultural and socioeconomic backgrounds. At East Point, every child is valued, supported, and encouraged to reach their fullest potential through high expectations, caring relationships, and a commitment to excellence. Our dedicated teachers and staff reflect the heart of our community—passionate, collaborative, and deeply invested in student success. Together, we create an environment where curiosity thrives, differences are celebrated, and learning is meaningful and engaging. We are proud to serve a broad range of learners, including:

• Emergent Bilingual students

• Gifted and Talented students

• Students receiving Special Education services

• Students supported through Section 504 accommodations and RTI interventions.

At East Point Elementary, we believe every student can achieve academic and personal success when challenged, supported, and inspired. Through innovative instruction, data-driven practices, and a focus on the whole child, our Spartans are prepared to grow as leaders, learners, and compassionate citizens. East Point Elementary- Where Tradition, Excellence, and Opportunity Meet.

Strengths

East Point Elementary continues to show strength in the collaborative work of PLTs, with teams engaging in data-driven planning aligned to TEKS. Teachers regularly meet during Mastery Mondays to unpack the TEKS and backwards-plan with local and state assessments in mind. Mastery Monday is also used to vertically align instruction and expectations across grade levels and plan for interventions and differentiation. Teachers use the Literacy Framework and the Science of Reading research to support comprehension and writing rigor. Math instruction remains strong through the use of district pacing guides, Sharon Wells, and STEMscopes, ensuring vertical alignment and conceptual understanding. Math instruction continues to follow the CPA (concrete-pictorial-abstract) model to ensure hands-on and engaging activities, connecting math to the real world, and using evidence-based strategies using methods such as manipulatives, open-ended questions, and writing. Science instruction is consistent across grade levels with fidelity to STEMscopes, promoting hands-on, inquiry-based learning. Science instruction will continue to spiral concepts through PODs (Problem of the Day) to ensure mastery of concepts, beginning concepts with the phenomena to create an Engage before Explain structure, open-ended questions, and writing. Emergent Bilingual students benefit from targeted small-group instruction and focused academic language development, supporting accurate language proficiency decisions. Through PLTs, teachers analyze data to ensure student needs are met using multiple strategies that promote both language acquisition and academic success. Inclusion practices have strengthened support for dual-coded students through co-teaching and scaffolded instruction. Additionally, Talk Read Talk Write strategies are implemented across all content areas to enhance English academic language, reading comprehension, and written expression. Technology integration remains a campus-wide strength, with 1:1 Chromebook utilization to personalize instruction and promote 21st-century technology application.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Over the past two academic years, our campus's overall daily attendance rate has stagnated at, falling short of the district goal. Furthermore, the percentage of students identified as chronically absent has increased, directly expanding our population of at-risk students.	Attendance data is currently treated as an administrative compliance task rather than an instructional metric, resulting in a lack of regular data monitoring within grade-level PLCs and minimal teacher-led outreach to families when students begin missing school.

★ = Priority

Student Learning

Summary

East Point Elementary students demonstrated strong academic achievement and growth in 2026, earning an overall A rating with a scaled score of 92. The campus earned an A in Student Achievement (91), School Progress (92), and Closing the Gaps (92). East Point also earned all six distinction designations for which the campus was eligible, including Reading/Language Arts, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.

Overall STAAR performance remained strong, with 90% of students at Approaches or above, 70% at Meets or above, and 32% at Masters across tested subjects. RLA performance was 90% Approaches, 73% Meets, and 33% Masters, while Mathematics was 90% Approaches, 70% Meets, and 33% Masters. The campus also demonstrated strong comparative performance considering that 76.6% of students are economically disadvantaged, earning a Relative Performance scaled score of 92.

Student-group data identifies continued areas for focused improvement. Current Special Education students performed at 71% Approaches, 41% Meets, and 11% Masters across all subjects, while current Emergent Bilingual students performed at 87% Approaches, 56% Meets, and 16% Masters. These results support continued emphasis on differentiated instruction, targeted intervention, progress monitoring, and accelerated learning for identified student groups.

English language development is also showing progress. The TELPAS progress rate increased from 39% in 2025 to 49% in 2026, exceeding the 2026 target of 40%. Overall, the data reflects a high-performing campus with strong achievement and growth while reinforcing the need to continue closing performance gaps and increasing the percentage of students, particularly Special Education and Emergent Bilingual students, reaching Meets and Masters Grade Level.

Strengths

East Point's primary learning strengths are strong Tier 1 instruction, high student achievement in Reading and Mathematics, consistent academic growth, and the ability to move students toward higher levels of mastery. The campus demonstrates strong instructional practices across content areas, resulting in high STAAR performance, significant student growth, and successful progress toward closing achievement gaps.

Based on the 2026 accountability and STAAR data, East Point demonstrates several significant learning strengths:

- Strong overall academic performance: East Point earned an A rating with a 92 overall score, including an A in Student Achievement, School Progress, and Closing the Gaps.
- High levels of proficiency: Across all STAAR-tested subjects, 90% of students achieved Approaches or above, 70% achieved Meets or above, and 32% achieved Masters.
- Reading and Math achievement: RLA is a particular strength, with 73% at Meets or above, while Mathematics reached 70% at Meets or above.
- Strong student growth: The campus earned an Academic Growth score of 82, with 257 of 333 evaluated tests earning a full growth point.
- Closing achievement gaps: East Point earned a 92/A in Closing the Gaps and received 100% of available points for English Language Proficiency status.
- Consistent excellence across content areas: East Point earned distinctions in Reading/Language Arts, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Over the past three consecutive academic years, the percentage of 3rd through 5th grade students achieving "Masters Grade Level" on the STAAR Reading Language Arts (RLA) and Mathematics assessments has remained under 40%.	While Tier 1 instruction is consistently delivered, there is a lack of campus-wide alignment in teaching to the specific cognitive depth and rigor required by the TEKS for the "Masters" standard, resulting in instruction and classroom assessments that do not always match the complexity of the STAAR assessment.

★ = Priority

School Processes & Programs

Summary

East Point Elementary has established programs and processes that support high-quality instruction, student growth, collaboration, and continuous improvement. Campus systems are intentionally aligned to student achievement, as reflected in the campus A rating and strong performance in Student Achievement, School Progress, and Closing the Gaps.

Key programs and processes include:

- Curriculum and Instruction: TEKS-aligned instruction, district curriculum resources, purposeful lesson planning, vertical alignment, small-group instruction, ELT, intervention and enrichment, and differentiated instruction based on student need.
- PLC/PLT Processes: Collaborative planning, regular data digs, student work analysis, common assessments, progress monitoring, and instructional adjustments based on student performance. Mastery Mondays and targeted reteaching provide additional opportunities to respond when students have not yet mastered essential standards.
- Data-Driven Instruction: STAAR, benchmarks, DIBELS/Lectura, TELPAS, classroom assessments, and formative data are reviewed to identify strengths, learning gaps, and students requiring intervention or acceleration. The effectiveness of these systems is reflected in an Academic Growth score of 82.
- Professional Learning: Professional development is connected to campus instructional priorities and includes collaborative planning, instructional coaching, content-specific support, technology/AI integration, SPED supports, and opportunities for teachers to strengthen instructional practices.
- Leadership and Decision-Making: Campus leadership, instructional coaches, grade-level teams, the Guiding Coalition, and CEIC support shared decision-making, implementation of campus priorities, and continuous monitoring of the Campus Improvement Plan.
- Student Support Services: SPED, 504, RTI/MTSS, dyslexia, counseling, EL services, tutoring, and targeted intervention provide additional layers of academic and social-emotional support. Continued attention to differentiated supports is important as achievement varies among student groups.
- Scheduling and Protection of Instruction: The master schedule protects core instructional time, intervention/ELT, SPED service minutes, Fine Arts, Library, Technology, planning, and collaborative learning opportunities.
- Technology Integration: Technology is incorporated into classroom instruction, intervention, assessment, student practice, and professional learning, with continued emphasis on purposeful use of digital resources and AI to enhance teaching and learning.
- Family and Community Engagement: Regular parent communication, newsletters, conferences, campus events, PTO involvement, attendance initiatives, and volunteer opportunities strengthen the partnership between school and home.

Strengths

East Point's process strength is the campus's consistent cycle of planning, instruction, assessment, intervention, and progress monitoring, supported by collaborative leadership and a shared commitment to continuous student growth.

Key strengths include:

- Strong PLC/PLT structures that emphasize collaborative planning, data analysis, student work analysis, and timely instructional adjustments.
- Data-driven decision making using STAAR, benchmarks, DIBELS/Lectura, TELPAS, formative assessments, and classroom data to identify needs and monitor student progress.
- Targeted intervention and enrichment through ELT, small-group instruction, reteaching, tutoring, and differentiated supports.
- Protected instructional time and purposeful scheduling that support core instruction, intervention, SPED services, Fine Arts, Library, and Technology.
- Instructional coaching and professional learning aligned to campus needs, including content support, effective instructional practices, SPED, and technology/AI integration.
- Collaborative leadership structures, including the Guiding Coalition, CEIC, grade-level teams, administration, and instructional coaches, that support shared responsibility for campus improvement.
- Comprehensive student support systems through SPED, RTI/MTSS, 504, dyslexia, counseling, and emergent bilingual

services.
- Strong family and community communication through newsletters, parent conferences, campus events, PTO partnerships, and attendance initiatives.

These processes are producing measurable results. East Point earned an A in School Progress with a 92, an Academic Growth score of 82, and recognition in the Top 25% for Comparative Academic Growth and Comparative Closing the Gaps, demonstrating the effectiveness of the campus systems designed to support student learning.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Only 10 Emergent Bilingual students met the criteria for reclassification at the end of the 25-26 school year, indicating a gap in targeted, cross-curricular language acquisition strategies needed to transition students to higher proficiency levels on TELPAS.	Core content teachers lack consistent training and coaching on how to implement targeted linguistic accommodations and structured speaking and writing opportunities during Tier 1 instruction.

★ = Priority

Perceptions

Summary

East Point Elementary demonstrates a strong and positive school culture based on parent and staff survey results. Parents reported an overall satisfaction rating of 4.65 out of 5, highlighting strengths in student learning, communication, safety, respect, and access to support.

Staff reported an overall engagement rating of 4.29 out of 5, with strengths in meaningful work, commitment to student success, clear expectations, leadership accessibility, and a safe work environment.

Overall, East Point demonstrates strong communication, positive relationships, high expectations, and a shared commitment to student success, with continued opportunities to strengthen staff input, recognition, and communication regarding changes.

Strengths

East Point demonstrates strong positive perceptions among both families and staff. Key strengths include:

- Families feel students are valued, safe, and academically supported.
- Parents report strong communication, respect, and understanding of student learning goals.
- Staff believe their work is meaningful and positively impacts student success.
- Staff report clear expectations, approachable leadership, and a safe work environment.
- Overall satisfaction is high, with parent surveys averaging 4.65/5 and staff engagement averaging 4.29/5.

Overall Strength: East Point has a positive, safe, supportive, and student-centered culture built on strong relationships and a shared commitment to student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While East Point has a positive school culture and strong overall staff satisfaction, there is an opportunity to improve how staff feel about having a voice in campus decisions, being recognized for their work, and staying informed when changes are made.	Opportunities for staff input, recognition, and communication around campus decisions and changes are not always consistent, which may impact how involved and informed staff feel.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Over the past two academic years, our campus's overall daily attendance rate has stagnated at, falling short of the district goal. Furthermore, the percentage of students identified as chronically absent has increased, directly expanding our population of at-risk students.	Attendance data is currently treated as an administrative compliance task rather than an instructional metric, resulting in a lack of regular data monitoring within grade-level PLCs and minimal teacher-led outreach to families when students begin missing school.
2 ★	Over the past three consecutive academic years, the percentage of 3rd through 5th grade students achieving "Masters Grade Level" on the STAAR Reading Language Arts (RLA) and Mathematics assessments has remained under 40%.	While Tier 1 instruction is consistently delivered, there is a lack of campus-wide alignment in teaching to the specific cognitive depth and rigor required by the TEKS for the "Masters" standard, resulting in instruction and classroom assessments that do not always match the complexity of the STAAR assessment.
3 ★	Only 10 Emergent Bilingual students met the criteria for reclassification at the end of the 25-26 school year, indicating a gap in targeted, cross-curricular language acquisition strategies needed to transition students to higher proficiency levels on TELPAS.	Core content teachers lack consistent training and coaching on how to implement targeted linguistic accommodations and structured speaking and writing opportunities during Tier 1 instruction.

★ = 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**

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

Student Data: Assessments

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

- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **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] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [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] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures 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 ☑ Targeted Support Strategy

PLTs will meet regularly to analyze data, plan rigorous TEKS-aligned instruction, and reflect on practices to meet student needs. Staff will attend PD to strengthen PLTs, foster collaboration, and improve instruction.

Strategy's Expected Result/Impact: Lessons will be alligned and teachers will have PD to foster collaboration.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Instructional Coaches , Instructional Technologists , Part-time certified teacher , PE Teachers , Principal , Sp Ed Teacher(s) ,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Implement evidence-based instructional practices, including Talk Read Talk Write, the PK-5 literacy framework, supplemental resources, and TEKS/ELPS-aligned data-driven interventions to strengthen Tier 1 instruction, small-group learning, and student mastery across all content areas.

Strategy's Expected Result/Impact: Growth in literacy in PK-5

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Instructional Specialist , Instructional Support Teacher , Interventionist , Librarian , Paraprofessional , Part-time certified teacher , Principal , Sp Ed Teacher(s) ,

Formative Reviews

November	March	May

Strategy 3

Implement read-alouds through Science Curriculum and related activities across all grade levels to promote character development, strengthen English proficiency, and reinforce cross-curricular TEKS-aligned skills for every student.

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

Funding Sources: Reading Resources Title I, Part A, 211-11-6329-00-120-24-00, $500

Formative Reviews

November	March	May

Strategy 4

Strengthen mathematics instruction through the implementation of the district curriculum, Sharon Wells Math (Grades 2-5), STEMscopes aligned to district pacing (PK-5), and Lowman Education STAAR review resources. Targeted instructional materials will be purchased to support small-group instruction, intervention, and improved student achievement in mathematics across all grade levels.

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

Funding Sources: Supplies for teacher workroom and classrooms and copy paper for Sharon Wells Title I, Part A, 211 11, $1,500, Lowman Education STAAR review resources Title I, Part A, 211 11, $2,000

Formative Reviews

November	March	May

Strategy 5

Campus implementation of quarterly STEM projects at each grade level to promote hands-on learning, strengthen critical thinking skills, and increase school-wide engagement in student learning.

Staff Responsible for Monitoring: Grade Level Teachers, Instructional Coaches, Sp Ed Teacher(s)

Funding Sources: Stem Materials Title I, Part A, 211-11-6399-00-120-24-000-A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 6

Campus Librarian will maintain an updated library collection and support literacy through the Accelerated Reader (AR) program to strengthen reading comprehension and fluency in grades 1-5. Student progress will be monitored regularly, with goals and incentives implemented to recognize achievement and encourage continued reading growth.

Strategy's Expected Result/Impact: Growth in reading comprehension and fluency

Staff Responsible for Monitoring: Librarian and all classroom teachers

Funding Sources: Campus Reading Materials Title I, Part A, 211 11, $2,000, AR software Title I, Part A, 211 11 6395, $3,600

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 2

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

Evaluation Data Source: EOY Circle Assessment

Strategy 1

We will provide daily multisensory whole-group and small-group instruction in reading and math using songs, read-alouds, letter activities, manipulatives, and hands-on learning experiences to strengthen Pre-K students' foundational literacy and numeracy skills.

Strategy's Expected Result/Impact: Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Staff Responsible for Monitoring: Pre-K Teachers and Paraprofessionals

Title I: 2.5.1, 2.5.2

Formative Reviews

November	March	May

Performance Objective 3

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

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Students will consistently complete weekly iStation/Amira practice and participate in quarterly HMH Foundational Skills assessments to monitor reading progress, identify skill gaps, and provide targeted instruction toward grade-level literacy readiness.

Strategy's Expected Result/Impact: Students will demonstrate reading readiness by achieving no less than level 4 in the EOY iStation assessment.

Staff Responsible for Monitoring: Kinder-2nd Grade teachers, SPED teachers, RLA IC

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

Students will consistently complete iReady lessons with 80% mastery or higher, while teachers analyze student data to identify skill gaps and provide targeted small-group math intervention based on individual student needs.

Strategy's Expected Result/Impact: Students will demonstrate math readiness by achieving no less than level 4 in the EOY iReady assessment.

Staff Responsible for Monitoring: K-2nd grade teachers, SPED teachers, Math IC

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

K-3 teachers will implement Science of Reading practices, use student data folders to monitor progress and set goals, and provide targeted small-group instruction and interventions based on student needs and TEKS mastery to increase reading achievement and STAAR Meets Grade Level performance.

Strategy's Expected Result/Impact: Two in three 3rd Grade students will be rated Meets Grade Level on STAAR.
Students will know their own data and be able to set appropriate goal based on it.

Teachers will regularly track progress and make instructional decisions based on the data.

Students will demonstrate proficiency on the skills/TEKS being targeted during small group instruction and intervention.

Staff Responsible for Monitoring: 3rd Grade Teachers , Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , Instructional Coaches , Interventionist , Principal ,

Problem Statements: Student Learning 1

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Over the past three consecutive academic years, the percentage of 3rd through 5th grade students achieving "Masters Grade Level" on the STAAR Reading Language Arts (RLA) and Mathematics assessments has remained under 40%.	While Tier 1 instruction is consistently delivered, there is a lack of campus-wide alignment in teaching to the specific cognitive depth and rigor required by the TEKS for the "Masters" standard, resulting in instruction and classroom assessments that do not always match the complexity of the STAAR assessment.

Performance Objective 6

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

Strategy 1

We will implement standards-aligned supplemental resources and student data folders to provide targeted practice, goal setting, and progress monitoring, allowing students and teachers to track growth, celebrate progress, identify areas of need, and adjust instruction to support mastery of grade-level standards in all content areas to support student growth.

Strategy's Expected Result/Impact: Growth in Reading and Math

Staff Responsible for Monitoring: Campus Faculty

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Strategy 2

K-2 teachers will implement mCLASS interventions through targeted small group instruction to improve student performance and early literacy skills. SEE Tutors/Teachers will support intervention efforts.

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

Funding Sources: SEE Teacher Science/Math Campus Budget Title I, Part A, 211 11, $18,000, SEE Teacher Math Campus Budget Title I, Part A, 211 11, $10,000, SEE Tutor Reading Support Title I, Part A, 211 11, $20,000

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Teachers and students will analyze STAAR and ongoing assessment data using student data

folders to identify high-priority SE's, set goals, monitor progress, and adjust instruction, while utilizing STAAR-aligned resources to strengthen mastery and increase Meets Grade Level performance.

Strategy's Expected Result/Impact: There will be an increase in students reaching the Meets performance level on district checkpoints, interim assessments, and STAAR.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , Instructional Coaches , Instructional Technologists , Interventionist , Librarian , Paraprofessional , Part-time certified teacher , Part-time tutors , Principal , Sp Ed Teacher(s) ,

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Strategy 2

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

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

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

Funding Sources: GT other Miscellaneous Svcs such as presenters, camps and GT family nights Gifted and Talented, 199-11, $1,559, GT general Supplies for GT Students Gifted and Talented, 199-11, $327, GT Field Trips Gifted and Talented, 199-11, $893, Buses for GT Field Trip Gifted and Talented, 199-11, $368

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Strategy 3

One-to-one devices will be utilized to prepare students to be literate in technology applications through communication and collaboration skills that are embedded across content.

Strategy's Expected Result/Impact: Students will be tech literate and demonstrate responsible use of technology.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , ESL Teacher(s) , Gifted and Talented Teacher , Grade Level Teachers , Instructional Coaches , Instructional Technologists , Librarian , Principal , Sp Ed Teacher(s) ,

Funding Sources: Tech and software updates Title I, Part A, 211 11, $4,500

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Over the past three consecutive academic years, the percentage of 3rd through 5th grade students achieving "Masters Grade Level" on the STAAR Reading Language Arts (RLA) and Mathematics assessments has remained under 40%.	While Tier 1 instruction is consistently delivered, there is a lack of campus-wide alignment in teaching to the specific cognitive depth and rigor required by the TEKS for the "Masters" standard, resulting in instruction and classroom assessments that do not always match the complexity of the STAAR assessment.

Performance Objective 8

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

Strategy 1

Implementation of the Ysleta ISD Dual Language model with a focus on data analysis and progress monitoring to support EB student growth through small-group instruction, targeted interventions, and differentiated support by teachers and staff.

Strategy's Expected Result/Impact: EB students will demonstrate measurable growth in language development and academic achievement through consistent implementation of the Ysleta ISD Dual Language model. Progress monitoring and data analysis will allow teachers and staff to identify student needs, provide targeted small-group instruction and interventions, and adjust supports based on student progress. Teachers and staff will regularly review EB student data during PLC/PLT meetings to identify areas of need, group students for targeted instruction, and provide differentiated language supports. Student progress will be monitored throughout the year, and interventions will be adjusted based on data and teacher observations.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , ESL Teacher(s) , Instructional Coaches , Instructional Technologists , Interventionist , Librarian , Paraprofessional , Part-time certified teacher , PE Teachers , Principal , Sp Ed Teacher(s) ,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

Two Title I-funded FTEs will continue supporting the Dual Language instructional program in 3rd grade to strengthen academic achievement.

Strategy's Expected Result/Impact: Students will receive increased targeted academic and language support through smaller instructional groups, differentiated instruction, and timely interventions, resulting in improved progress toward grade-level standards, reduced learning gaps, and increased academic achievement for 3rd-grade Dual Language students.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , Principal ,

Funding Sources: Salary State Bilingual,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 3

The LPAC will regularly review Emergent Bilingual student progress and academic performance to identify needs and ensure appropriate interventions and supports are provided. The committee will determine appropriate linguistic accommodations and language of instruction to promote academic achievement and language development, while the LPAC clerk will support campus-wide implementation through accurate documentation, compliance, progress monitoring, and instructional coordination

Strategy's Expected Result/Impact: EB students will receive timely and appropriate linguistic accommodations, interventions, and instructional support based on ongoing review of academic and language data. Consistent LPAC monitoring and documentation will strengthen compliance, ensure appropriate language of instruction, address academic concerns early, and support continued growth in language development and academic achievement.

Staff Responsible for Monitoring: Assistant Principal, Dual Language Teachers, Lpac Clerk

Formative Reviews

November	March	May

Strategy 4

Teachers will plan and deliver strong Tier 1 instruction by integrating ELPS and TELPAS language domains across content areas using Talk Read Talk Write strategies, while continuously monitoring student progress and adjusting instruction and supports based on identified academic and language needs.

Strategy's Expected Result/Impact: Students will have increased opportunities to listen, speak, read, and write across content areas, resulting in stronger language development, increased classroom participation, and improved academic achievement. Ongoing progress monitoring will help teachers identify learning gaps early and provide timely, targeted support.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , ESL Teacher(s) , Librarian , Paraprofessional , Part-time certified teacher , PE Teachers , Principal ,

Formative Reviews

November	March	May

Strategy 5

Teachers will set TELPAS goals based on PLDs, monitor progress through data trackers, and adjust instruction and interventions as needed to ensure student growth. Teachers will implement ELPS strategies (sentence stems, student discussion checklist) to help our EB's to be successful acquiring new language.

Strategy's Expected Result/Impact: EB students will demonstrate measurable growth in language proficiency across the TELPAS domains through targeted ELPS-aligned supports and ongoing progress monitoring. Students will increase their confidence and ability to use academic language, participate in discussions, and demonstrate understanding across content areas, resulting in improved language development and academic achievement.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Dual Language Teachers , Instructional Coaches , Instructional Technologists , Interventionist , Librarian , Part-time certified teacher , Part-time tutors , PE Teachers , Principal , Sp Ed Teacher(s) ,

Formative Reviews

November	March	May

Strategy 6

Students in grades 3-5 will engage in their Personalized Learning Plans (PLPs) through Summit K12 for a minimum of 30 minutes each week to strengthen language proficiency, address individual areas of need, and support continued academic growth.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth in language proficiency and academic skills through consistent participation in their individualized PLPs. Ongoing Summit K12 data will help identify areas of need, guide targeted interventions, and support progress across the TELPAS language domains.

Staff Responsible for Monitoring: Classroom Teacher(s), Instructional Coach, LPac Clerk, and Assistant Principal

Formative Reviews

November	March	May

Performance Objective 9

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

Strategy 1

SPED students will receive targeted, data-driven instruction aligned to IEP goals through small-group and individualized supports, including visuals, manipulatives, AAC devices, modeling, reteaching, and foundational skills practice. Progress will be monitored every 3-4 weeks using assessment and IEP data to adjust instruction and support increased achievement on STAAR/ STAAR Alternate 2.

Strategy's Expected Result/Impact: Constant monitoring of progress and data will allow teachers to adjust instruction and target the areas of need for each student. Consistent communication between gen ed teachers and SPED teachers will ensure that student growth remains a priority.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s), Special Education Teachers, Paraprofessional, PE Teachers , Principal

Formative Reviews

November	March	May

Strategy 2

Collaborate within GenEd/ SPED Teachers with co-planning, through PLT, lesson planning, and formative assessments. Vertical alignment between resource lessons and tier 1 instruction within the classroom.

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

Use Employee Engagement Survey results to strengthen collaboration, communication, and leadership through intentional PLCs, team-building activities, staff recognition, and transparent communication to sustain positive staff satisfaction.

Strategy's Expected Result/Impact: Increased staff collaboration, effective communication, and trust in campus leadership to result in higher Employee Engagement Survey satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, Campus Office Team, Head Custodian, and cafeteria manager.

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

Enhance parent satisfaction by strengthening communication, hosting family engagement events, gathering feedback through CEIC meetings, and providing responsive support to maintain or improve favorable ratings on the Parent Satisfaction Survey.

Strategy's Expected Result/Impact: Increased parent satisfaction through communication, meaningful family engagement, and responsive support.

Staff Responsible for Monitoring: Faculty and Staff

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

We will host family events such as Volunteer Meetings, Grandparents Day, Veterans Day, Literacy Nights, Game Nights, Purple Up Events, Monthly Wellness Walks, and EOY awards assemblies while using newsletters and communication tools to keep parents informed, connected, and engaged.

Strategy's Expected Result/Impact: Strengthen partnerships with parents and community members by increasing opportunities for engagement and communication to enhance student learning and overall school experiences.

Staff Responsible for Monitoring: Faculty and Staff

Funding Sources: Parent Engagement Nights Hospitality Title I, Part A, 211 11 61 6398 00 120 24 163 A, $500, Resources for Parent Engagement Nights General Supplies Title I, Part A, 211 11 61 6399 00 120 24 163 A, $1,600

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	May

Strategy 2

We will support parental engagement by providing access to in-school parenting workshops, informational resources, and parent conferences offered at the district level to strengthen family-school partnerships and promote student success.

Strategy's Expected Result/Impact: Parents will have increased access to resources and learning opportunities, leading to stronger family-school partnerships and enhanced support for student success.

Staff Responsible for Monitoring: Faculty and Staff

Formative Reviews

November	March	May

Strategy 3

We will host two parent-teacher conferences, use Class Dojo for daily updates, Smore for weekly newsletters, and share school news and highlights through campus social media to strengthen family engagement.

Strategy's Expected Result/Impact: Increased parent participation, improved communication, and stronger home-school partnerships will support positive student outcomes and increased family engagement.

Staff Responsible for Monitoring: Faculty and Staff

Funding Sources: SchoolStatus, LLC, Smore Newsletter Title I, Part A, 211 11 61 6395 00 120 24 163 A, $1,000

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

Promote participation in academic, athletic, fine arts, leadership, and volunteer extracurricular activities by increasing student awareness, providing equitable access to opportunities, monitoring participation data, and encouraging staff to recruit and support student involvement.

Strategy's Expected Result/Impact: At least 50% of students will participate in one or more extracurricular activities, resulting in increased student engagement, school connectedness, leadership development, and overall student success.

Staff Responsible for Monitoring: Faculty and Staff

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

Monitor campus expenditures regularly, prioritize instructional needs, and align purchasing decisions with the approved budget and campus improvement goals.

Strategy's Expected Result/Impact: Maintaining a balanced budget.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus 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

East Point will follow district financial procedures, maintain accurate documentation, conduct regular inventory checks, and ensure compliance with cash handling and purchasing guidelines.

Strategy's Expected Result/Impact: The campus will maintain compliance with district financial procedures, resulting in no audit, compliance, inventory, cash handling, or financial findings attributable to the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Leadership Team, Campus Office Team, Head Custodian, and cafeteria manager.

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

Conduct and complete all required safety drills, monitor compliance throughout the year, address identified safety concerns promptly, and prepare for the Intruder Detection Audit through routine campus safety reviews.

Strategy's Expected Result/Impact: The campus will achieve 100% completion of required safety drills and exercises and receive no findings on the Intruder Detection Audit, ensuring a safe and compliant learning environment.

Staff Responsible for Monitoring: All campus Staff (administration, office team, cafeteria team, custodial team, classroom teachers, paraprofessional, and all other campus support staff).

Formative Reviews

November	March	May

Performance Objective 4

East Point will increase and maintain average daily attendance at 95% or higher throughout the school year through consistent attendance monitoring, family communication, interventions, and student incentives.

Evaluation Data Source: Attendance reports

Strategy 1

We will improve attendance by monitoring it daily, communicating with families through courtesy calls and ClassDojo, and providing school-wide incentives for students and classes meeting attendance goals. For students with excessive absences or attendance below 90%, we will provide additional support through parent/student conferences, attendance contracts, home visits with the counselor, AP, and/or truancy officer, and truancy court referrals when necessary.

Strategy's Expected Result/Impact: Monitor attendance daily, communicate with families, provide targeted interventions for students below 90%, and recognize students and classes meeting attendance goals. These efforts will help maintain 95% or higher attendance, reduce excessive absences, increase instructional time, and support student achievement.

Staff Responsible for Monitoring: Attendance Clerk, Administration

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for East Point Elementary School

Total SCE Funds: $224,808.00

Total FTEs Funded by SCE: 3

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

East Point Elementary uses a collaborative process to complete the CNA each year. Teachers and staff are invited to participate, with at least one representative from each grade level and program area included to ensure different perspectives from across the campus are represented.

During the CNA process, the team reviews multiple sources of school data, including student achievement and growth, attendance, discipline, demographic information, English Learner data, special program data, and parent and staff perception surveys. Team members work together to identify trends, areas of strength, and areas where additional support or improvement may be needed.

Teachers are encouraged to share what they are seeing in their classrooms and grade levels to help provide context to the data. The team discusses possible contributing factors and works together to identify priority needs and potential root causes. This allows the CNA to reflect not only the numbers, but also the experiences and needs of our students, staff, and families.

The information gathered through this collaborative process is then used to develop campus problem statements, identify root causes, establish priorities, and guide the development of the Campus Improvement Plan. Throughout the year, campus leadership and staff continue to review data and monitor progress so that adjustments can be made based on the changing needs of our students and campus.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholders to participate in the CNA and campus improvement process. Meetings were held at the end of the previous school year to review end-of-year data and identify initial areas of strength and need. Additional meetings were held at the beginning of the current school year to review updated data, confirm campus priorities, and gather staff input. The CNA and Campus Improvement Plan are also revisited throughout the year during each CEIC meeting to review progress, discuss current needs, and make adjustments as needed.

Evidence of stakeholder participation is maintained through CEIC meeting agendas, sign-in sheets, meeting minutes, CNA documentation, data review materials, and Campus Improvement Plan records. These documents provide evidence of the multiple opportunities offered for staff, parents, and other stakeholders to participate and provide input throughout the process.

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

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

The development of the Schoolwide Plan/Campus Improvement Plan begins at the end of the previous school year and continues into the beginning of the new school year. Members of the CIP/CEIC committee review multiple data points, including student achievement, attendance, discipline, demographics, program data, and parent and staff surveys. Based on the data, the committee identifies areas of strength and areas of need, develops problem statements and root causes, and determines strategies and actions to address the identified needs. The plan is finalized at the beginning of the school year and is reviewed throughout the year during CEIC meetings to monitor progress, discuss new data, and

make adjustments as needed.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are provided opportunities to participate in the development of the Campus Improvement Plan. Staff members, including representatives from each grade level and program area, participate in the CNA/CEIC process by reviewing campus data, identifying areas of need, discussing root causes, and providing input on strategies and actions. Feedback from staff and families is also collected through annual staff and parent surveys, and the results are reviewed as part of the CNA process to identify strengths, concerns, and areas for improvement.

The Campus Improvement Plan is reviewed during CEIC meetings throughout the year, providing stakeholders additional opportunities to give feedback, review progress, and recommend adjustments based on current campus needs. Evidence of stakeholder involvement is maintained in the campus CNA/CIP documentation and CEIC records, including meeting agendas, minutes, and sign-in sheets that identify participating stakeholders by name and role.

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

The Campus Improvement Plan is made available to the district, parents, staff, and the public through the district and campus website. The plan is presented in a clear and understandable format and is available in both English and Spanish to support our school community. Parents and community members are also informed of the plan through campus meetings and CEIC meetings and are provided opportunities to ask questions and provide feedback. Copies of the plan can also be made available upon request to ensure all stakeholders have access to the information.

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

The Campus Improvement Plan is developed in coordination with Federal, State, district, and local programs and resources available to support our students and families. As campus needs are identified through the CNA process, the committee considers available programs and funding sources to determine how they can work together to address those needs. This includes Title I services, special education, bilingual/English Learner programs, intervention and tutoring, attendance support, counseling and social-emotional supports, school safety and violence prevention efforts, and nutrition services. The campus also works with district departments and community resources when additional support is needed. These programs and resources are aligned with the goals and strategies identified in the Campus Improvement Plan to provide coordinated academic, behavioral, social-emotional, attendance, and family support for students.

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

Title I requirements are addressed through the strategies identified and aligned within the Campus Improvement Plan. These strategies were developed based on the needs identified through the Comprehensive Needs Assessment and include targeted academic support, progress monitoring, professional learning, supplemental instructional resources, support for English Learners, technology integration, and family engagement. Implementation and student progress will be monitored throughout the year, and strategies will be adjusted as needed based on campus data.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Program effectiveness is reviewed throughout the school year through CEIC meetings, formative reviews, and ongoing campus data analysis. The committee reviews multiple data points, including state and local assessments, student progress and achievement, attendance, discipline, program data, and staff and parent perception surveys to determine whether strategies are having the intended impact.

Documentation is maintained through the Campus Improvement Plan, formative and summative reviews, CEIC agendas and minutes, sign-in sheets, and supporting data reviewed during meetings. At the end of the year, the effectiveness of the Schoolwide Program and implemented strategies is reviewed as part of the summative evaluation. These findings are then used during the following year's CNA process to identify continued areas of need, determine necessary adjustments, and guide the development of the next Campus Improvement Plan.