

Ysleta Independent School District



Desertaire Elementary School

Accountability Rating: B

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Mission Statement

We empower students to be confident problem solvers to realize their potential to make a positive impact in our community.

Vision

The Vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.

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Comprehensive Needs Assessment

Demographics

Summary

DESERTAIRE ELEMENTARY is one of 60 campuses in Ysleta Independent School District. DESERTAIRE ELEMENTARY opened its doors in 1989 and serves predominantly middle class families. DESERTAIRE ELEMENTARY currently serves 498 students in grades EE to 5 . Five years ago, 575 students were served by the campus, which is a(n) decrease of 14%.

The student population is 4.12% African-American, 14.87% Anglo, 0.29% Asian, 79.68% Hispanic, 52.72% male and 47.28% female with a socioeconomic status of 84.2%. The staff population is 1.14% African-American, 11.36% Anglo, 1.14% Asian, 86.36% Hispanic, 15.91% male and 84.09% female.

The average daily attendance rate for students is 95.86% and for campus personnel is 97.2%

DESERTAIRE ELEMENTARY serves 144 English Language Learner students, 10 students in the Gifted and Talented program, and 114 Language English Proficient students, 17 students identified for 504 services, 50 students in RTI, 167 students served through special education services with students tested, but not qualified for special education services.

Strengths

Our school is enriched by the diverse backgrounds and economic statuses of our students, which contribute to a unique and vibrant learning environment. This diversity fosters a culture of inclusivity and understanding, allowing students to learn from one another's experiences and perspectives. It prepares them to thrive in a global society by developing empathy and cultural awareness.

Additionally, we are proud to be one of the three campuses in the district that serve a high significant number of military families. This distinction allows us to provide specialized support and services tailored to the needs of these families, ensuring a smooth transition and a supportive community during their stay in El Paso. Our commitment to military families is reflected in the resources and programs we offer, which are designed to address the unique challenges they face and to celebrate their contributions to our school community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Meeting the needs of our special populations becomes increasingly challenging when student-to-teacher ratios remain high, both inside and outside the classroom	Our campus serves 60 students in self-contained programs tailored for autism and behavioral support; this total does not include students with disabilities receiving support in general education classrooms.

★ = Priority

Student Learning

Summary

Desertaire Elementary has demonstrated significant progress in reading proficiency, with a notable increase of 9 percentage points in Reading Meets and 7 percentage points in Reading Masters. This improvement is a testament to our dedicated efforts in enhancing literacy skills among our students. Additionally, our school has been recognized with three distinctions in key areas such as in Math, and Science, as well as Post-Secondary Readiness. These accolades reflect our commitment to academic excellence. Our Relative Performance score, has earned us an Academic Rating of a B.

To build on these achievements, we will continue to incorporate Guided Reading and small group instruction, which have proven effective in supporting student learning. Furthermore, we are implementing Guided Math for grades K-2 to strengthen foundational math skills from an early age. Our focus remains on differentiating instruction to meet the diverse needs of all students, particularly those in special populations and Emergent Bilingual Learners, ensuring that every student has the opportunity to make academic progress. The success of our students at Desertaire Elementary is largely attributed to our emphasis on small group instruction, data analysis, and Professional Learning Team (PLT) planning, which allows us to tailor instruction to individual needs. Additionally, we are committed to promoting college readiness through school activities that inspire and motivate students to strive for success.

Strengths

Our school provides students with a solid foundation in both Math and Reading, ensuring they gain a comprehensive understanding of essential content and language areas. This foundational knowledge equips them with the necessary skills to navigate these subjects effectively. However, we recognize the importance of fostering deeper cognitive engagement and critical thinking skills to enhance their learning experience. By encouraging students to delve beyond surface-level understanding, we aim to promote significant academic growth and development year after year. Our commitment is to implement strategies that challenge students to think critically and creatively, thereby supporting their continuous intellectual advancement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students perform and learn content but often can't apply strategies to different learning outcomes.	Focusing on core skills, measuring progress, and adjusting instruction--rather than relying solely on remedial practice.

★ = Priority

School Processes & Programs

Summary

Curriculum & instruction

Desertaire goes through the PLT process, Use of district scope and sequence, curriculum, and TEKS and embeds district, state and school professional development. Utilize data to drive instructional practices and make adjustments. We communicate with parents formally two times a year and informally through various forms of media and in person conferences.

We offer multiple curriculum opportunities for students to be part of through social arts, technology, and physical programs.

We monitor all students growth, achievement, and attendance, through multiple committees such as rti, LPAC, ARDS, 504, staffings We celebrate students success and growth monthly and also announce students who is showing good character

At Desertaire, we are committed to a comprehensive approach to curriculum and instruction. We diligently follow the Professional Learning Team (PLT) process, ensuring that our teaching aligns with the district's scope and sequence, curriculum, and the Texas Essential Knowledge and Skills (TEKS). Our educators participate in professional development at the district, state, and school levels, which is seamlessly integrated into our instructional practices. We utilize data to inform and refine our teaching strategies, making necessary adjustments to meet the diverse needs of our students. Communication with parents is a priority, and we ensure they are informed about their child's progress through formal meetings twice a year and ongoing informal updates via various media and in-person conferences.

We are dedicated to monitoring the growth, achievement, and attendance of all our students through multiple committees, including Response to Intervention (RTI), Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD) committees, Section 504 meetings, and staffings. These committees work collaboratively to ensure that each student receives the support they need to succeed. We celebrate our students' successes and growth on a monthly basis, recognizing those who demonstrate good character and contribute positively to our school community.

Strengths

Our school offers a wide range of curriculum opportunities that cater to the diverse interests and talents of our students. These include programs in the social arts, technology, and physical education, providing students with a well-rounded educational experience. We believe in fostering an environment where students can explore and excel in different areas, encouraging them to develop their skills and passions.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.	As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

★ = Priority

Perceptions

Summary

Desertaire offers parental informative classes in- school. Classes are geared towards parental needs based on parent surveys. Parent volunteers are given opportunities to bond with students and teachers through school events such as dances, school assemblies and educational evenings. In the spring Desertaire promotes science and math education through hands-on experiences during the day at called STEAM in Action! Partners in the community are invited to present to our students, in order, to bring awareness of college and career opportunities. Partners in education provide rewards that are distributed to students for attendance through raffles. Communication about school events is provided via phone messages, flyers, monthly Parent Newsletter, social media outlets, School Dojo, phone calls, and the school website. Desertaire offers parental informative classes in- school. Classes are geared towards parental needs based on parent surveys. Parent volunteers are given opportunities to bond with students and teachers through school events such as dances, school assemblies and educational evenings. In the spring Desertaire promotes science and math education through hands-on experiences during the day at called STEAM in Action! Partners in the community are invited to present to our students, in order, to bring awareness of college and career opportunities. Partners in education provide rewards that are distributed to students for attendance through raffles. Communication about school events is provided via phone messages, flyers, monthly Parent Newsletter, social media outlets, School Dojo, phone calls, and the school website.

Strengths

We offer many opportunities academically and socially for our learning community to be part of our students' schooling experience. We have multiple ways of communication and always try to find solutions rather than create problems. We support all students' needs and their experiences as well as foster adult and children's growth mindsets that it is important to get better each and every year.

At our school, we pride ourselves on providing a wide array of opportunities both academically and socially, ensuring that our learning community is actively engaged in our students' educational journey. By offering diverse programs and activities, we aim to enrich the schooling experience, allowing students to explore their interests and develop their skills in a supportive environment.

We maintain open lines of communication through various channels, ensuring that parents, students, and staff are well-informed and connected. Our approach is solution-oriented, focusing on addressing challenges constructively and collaboratively, which helps us create a positive and productive school atmosphere.

Our commitment to supporting all students' needs is unwavering. We recognize the importance of catering to individual experiences and fostering a growth mindset among both adults and children. By encouraging continuous improvement and learning, we strive to help everyone in our community grow and excel each year.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Recognizing all student groups throughout the year for their differences and embracing culture, learning, life's differences	We need to ensure we are recognizing all student body race groups

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.

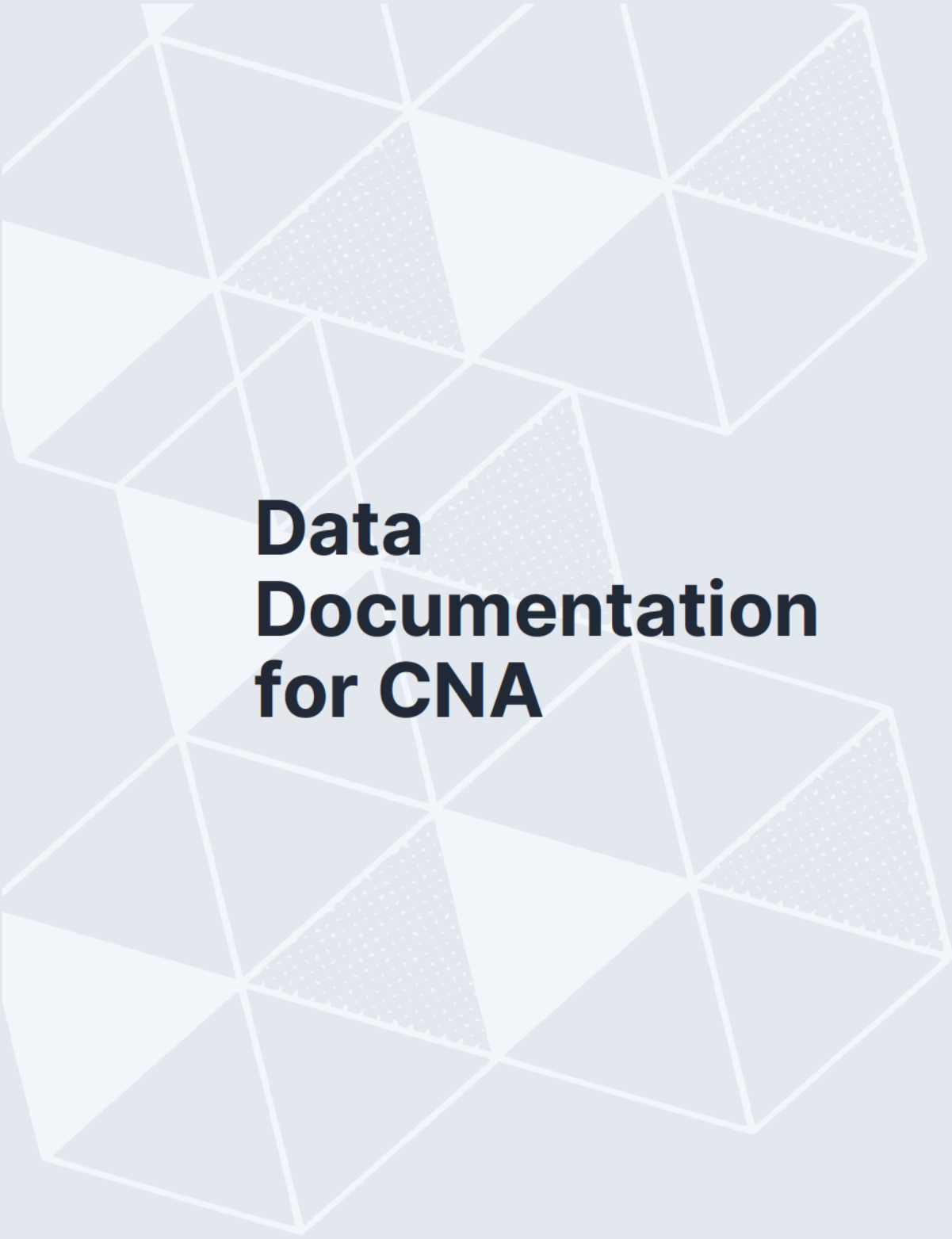
As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

2
★

Students perform and learn content but often can't apply strategies to different learning outcomes.

Focusing on core skills, measuring progress, and adjusting instruction--rather than relying solely on remedial practice.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ 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 Additional Targeted Support Strategy

Utilizing District Content Area Frameworks to align instruction with TEKS and ELPS, providing every student with the targeted intervention and acceleration needed for annual growth and grade-level success.

Strategy's Expected Result/Impact: 30% more of our student body will show Growth in CBA, District assessments, state universal screeners this 26-27 school year as compared to last year.

Staff Responsible for Monitoring: Principal, Assistant

Principal, PE

Teachers, Sp Ed

Teacher(s), Gifted and

Talented Teacher,

Grade Level Teachers,

Librarian, Specialists

Problem Statements: School Processes & Programs 1

Funding Sources: Title I, Part A, Materials, supplies, tech support student learning, \$10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.

As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

Performance Objective 2

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 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

To ensure 50% of Kindergarten through 2nd-grade (K-2) students achieve Level 4 or higher on the End-of-Year (EOY) ISIP Reading assessment, the strategy focuses on target setting, core instruction, targeted intervention, and progress monitoring.

Strategy's Expected Result/Impact: Increase the number of students K-2 to reach a level 4 or 5 than last year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp Ed Teacher(s), Gifted and Talented Teacher, Grade Level Teachers, Librarian, Interventionist, Instructional coaches, SEE tutors

Problem Statements: Student Learning 1

Funding Sources: Reading Manipulatives to support early literacy Title I, Part A, \$50,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students perform and learn content but often can't apply strategies to different learning outcomes.

Focusing on core skills, measuring progress, and adjusting instruction-- rather than relying solely on remedial practice.

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: I ready benchmark data, progress monitoring reports, District based assessments

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

An objective targeting 25% proficiency (Level 4 or above) on the End-of-Year (EOY) iReady Math assessment for K-2 students requires a focused strategy on CPA model, explicit targeted intervention, and continuous monitoring.

Strategy's Expected Result/Impact: Meet the student targeted skill proficiency and ensure all students have consistent foundational practice of numeracy through cpa models, intervention and acceleration

Staff Responsible for Monitoring: Core grade level teachers k-5, sped teacher and aides, leadership team, administration, instructional coaches, pe teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students perform and learn content but often can't apply strategies to different learning outcomes.

Focusing on core skills, measuring progress, and adjusting instruction-- rather than relying solely on remedial practice.

Performance Objective 4

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

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

K-3 teachers will implement instructional strategies through SOR/ Reading Frameworks, Math Framework, CRA Models, small group instruction, use of HQIM materials ALL to develop student reading, writing and math acquisition

Strategy's Expected Result/Impact: Student acquisitions of critical thinking skills in RLA and Math through various strategies and skills to be able to achieve learning outcomes

Staff Responsible for Monitoring: Principal, Assistant
Principal, PE
Teachers, Sp Ed
Teacher(s), Gifted and
Talented Teacher,
Grade Level Teachers,
Librarian, Specialists

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.

As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

Performance Objective 5

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

Strategy 1

Achieving a 66% growth rate on STAAR/EOC requires utilizing high yield instructional strategies in tier one instruction and focusing heavily on targeted student growth measures, real-time data tracking, and TEKS alignment.

Strategy's Expected Result/Impact: Student focused results that involve students who track their learning and take ownership. School Focus on all students to show growth rather than students who struggle year after year

Staff Responsible for Monitoring: Admin, teachers and staff, leadership team, see tutors, sped department

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.

As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

Performance Objective 6

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

Strategy 1

Desertaire faculty and staff will implement and monitor district initiatives while applying state standards to Tier 1, grade-level differentiated instruction across all content areas and special populations.

Strategy's Expected Result/Impact: School Focuses on all students including Emergent Bilinguals (EBs), Special Education (SPED) students, and Economically Disadvantaged students who receive tailored Tier 1 scaffolds, accelerating their mastery of grade-level TEKS alongside their peers.

Staff Responsible for Monitoring: Principal, Assistant Principal, PE Teachers, Sp Ed Teacher(s), Gifted and Talented Teacher, Grade Level Teachers, Librarian, Specialists

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 7

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

Strategy 1

Integrated Academic Literacy & Scaffolded Acceleration into daily instruction for EB students

Strategy's Expected Result/Impact: EB students develop the language stamina and critical thinking skills required to analyze complex, grade-level academic texts independently.

Staff Responsible for Monitoring: Admin, teachers and staff, leadership team, see tutors, sped department

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.

As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

Performance Objective 8

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

Strategy 1

Instructional Teachers and staff will provide interventions, dyslexia services and differentiation for Sped students and maintain progress monitoring to focus on student growth as per documented in IEPs.

Strategy's Expected Result/Impact: SPED students gain confidence using tools, strategies, and accommodations to analyze complex, grade-level material on their own.

Staff Responsible for Monitoring: Admin, teachers, sped teachers and related services, see tutors, leadership team

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistencies of following a systematic process for integrating District Frameworks, TEKS rigor, and ELPS language supports directly into daily Tier 1 planning and small-group interventions.	As a result, interventions often treated as broad remediation that removes students from core content, compounding learning loss and slowing language acquisition.

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

Admin Team will use Best Place to Work Survey results to increase the average of favorable ratings in the areas of collaboration, recognition and leadership through campus and grade level PLC's.

Strategy's Expected Result/Impact: PLCs shift teachers from working in silos to co-planning, analyzing data together, and sharing best practices. Grounding PLC time in actionable survey data reinforces that team time is protected, purposeful, and structured.

Staff Responsible for Monitoring: Administration, leadership team, instructional coaches, teachers, sped department

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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.

Evaluation Data Source: parent satisfaction survey, parent and community feedback via email, class dojo, and in person parent conferences.

Strategy 1 ☒ **Additional Targeted Support Strategy** ☒ **Results Driven Accountability**

To consistently score 4.0 or higher out of 5.0, implement a high-impact, multi-channel strategy

built on trust, visibility, and responsiveness.

Strategy's Expected Result/Impact: Parents and community members can readily communicate with our team, know that we are present in response to safety and security, and as part of our school's expectations we address concerns immediately

Staff Responsible for Monitoring: Principal, Assistant
Principal, PE
Teachers, Sp Ed
Teacher(s), Gifted and
Talented Teacher,
Grade Level Teachers,
Librarian, Specialists

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: School event calendars, sign in sheets, multiple communication outlets capturing views online

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Desertaire will host two parent-teacher conferences, a BOY meet-and-greet, and a Title I presentation. Multimodal communication and various parent engagement opportunities will be provided throughout the year.

Strategy's Expected Result/Impact: School communities members will be able to attend and/or participate in activities associated with building our school culture & climate during or afterschool hours

Staff Responsible for Monitoring: Principal, Assistant
Principal, PE
Teachers, Sp Ed
Teacher(s), Gifted and
Talented Teacher,
Grade Level Teachers,
Librarian, Specialists,
Volunteers, Office staff, central office staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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.

Strategy 1

To reach a 50% participation rate across extra-curricular activities, create opportunities for majority of students to join low barrier / high interest clubs by expanding options for different student groups and actively tracking involvement.

Strategy's Expected Result/Impact: Different student groups can have opportunities to attend different activities that may not be offered to them by their family

Staff Responsible for Monitoring: Admin, Counselor, Teachers, Fine Arts Teachers, P.E.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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

Ensure campus spending is below allocated budget which will requires proactive oversight, clear internal controls, and strategic resource allocation.

Strategy's Expected Result/Impact: Maintain budget spending under the guidelines given by the district.

Staff Responsible for Monitoring: Budget clerk, principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

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

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 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Follow district and federal monetary timelines by: aligning the allocated budget allotment to the CIP, collaborate with CEIC and all staff to continuously evaluate the campus needs and goals and align budget allocation accordingly.

Strategy's Expected Result/Impact: Compliancy issues that were audited are monitored and reviewed to ensure compliancy within district and state guidelines

Staff Responsible for Monitoring: Principal, Teachers and Staff, Secretary, CEIC members

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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

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 Targeted Support Strategy Additional Targeted Support Strategy

Administration will facilitate EOP requirements, including drills and evacuations, and our safety elopement plan. Faculty, Staff, and Students will practice and receive feedback on all safety requirements.

Strategy's Expected Result/Impact: Ensure all constituents feel safe and supportive in an environment and that they are prepared in an event of an emergency.

Staff Responsible for Monitoring: Principal, Assistant
Principal, PE
Teachers, Sp Ed
Teacher(s), Gifted and
Talented Teacher,
Grade Level Teachers,
Librarian, Specialists

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November

March

May



State Compensatory Education

State Compensatory

Budget for Desertaire Elementary School

Total SCE Funds: \$404,145.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

State funds are allocated to personnel funds.



Title I Summary

Title I

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

1.1 Description of CNA Process

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

1. Establish CNA working groups (teachers, staff, parents) - BOY
3. Schedule the CNA timeline (Set dates for the BOY , MOY , EOY)
4. Collected information and data on the following topics: To include, review of the campus needs survey from previous year and parent and staff surveys
 - a. Demographics / sub groups
 - b. School Culture and Climate
 - c. Staff Quality, Recruitment, Retention, and Professional Development
 - d. Curriculum, Instruction, and Assessment
 - e. Parent and Family Engagement
 - f. Student Achievement
 - j. School Safety & Security
5. Review and analyze data referenced in the campus or district profile or other data sources
 - a. Data sources collected: STAAR, mclass, iredy, reading levels, culture/climate, parent engagement, attendance percentages, budget expenditures
6. Identify problem statements and conduct a root cause analysis August - September
 - Fundraising
 - School Accountability
 - Attendance
7. Utilize CNA questions to guide the needs assessment process and record responses
8. Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for improvement, and perceptions
9. Draft a CNA summary to include in the Schoolwide Plan August - October , ongoing
10. Create an outline to document the CNA process that was conducted early in the year
11. Collect agenda, invitation, meeting minutes, sign-in sheet, and handouts to submit for meeting compliance requirement August - May CEIC dates, minutes and agenda collected

1.2 Location for Evidence of Multiple Meetings Held

The CEIC committee will reconvene to discuss topics regarding student success tied to school and district goals. Meeting minutes will be taken including any other additional notes, ppts and sign in sheets. They will all be uploaded into

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

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

How We Build Our CIP

- **Campus needs assessment: Create and submit a survey on how we improved or need support on:** student grades, test scores, attendance, parent participation , and teacher professional development, to see what worked this year and where we need to improve
- **Drafting the Plan:** In June and July administration and leadership team members: take those findings and map out clear goals, action steps, and budget priorities for the coming school year.
- **Share the Plan and Focus:** We share the draft with teachers and parents during our BOY CEIC to make tweaks, and get final sign-offs
- **Checking Our Progress:** As the school year runs, we do quick check-ins during the year to see if our strategies are working or if we need to adjust course.

Where to Find Meeting Proof

If you need sign-in sheets, agendas, meeting notes, or invitations showing that parents, staff, and committee members met on multiple occasions:

- **Front Office:** — Look for the binder labeled " PD and Meeting Sign in sheets."
- **Online:** Uploaded documents uploaded on the plan addendum section

2.2 Stakeholders 1114(b)(2)

How We Include Staff, Families & Community Members

We build our plan together through open collaboration:

- **Gathering Input and plan together:** We use online surveys, to ask parents, staff, and community members what's going well and where we can improve. We gather information and review the feedback, set priorities, and help write the plan.
- **Review & Refine:** Before finalizing everything, we present three goals during BOY parent meeting and CEIC to our teachers, staff and parent groups to collect any additional feedback and if adjustments are needed.

Where to Find Stakeholder & Meeting Records

To see who participated, check out our stakeholder list, meeting agendas, and signed sign-in sheets (showing names and roles):

- **Online:** documents uploaded on the plan addendum section

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

Sharing Our Plan with Families and the Community

We make sure our Campus Improvement Plan (CIP) is easy to find, understand, and access for everyone:

- **Where to Find It:** The full plan is posted online on both our **school and district websites**.

- **Easy to Read:** We translate key summaries, parent notification letters, and highlights into **Spanish** so families can read them in their preferred language.
- **Clear Language:** We write our summaries in plain, reader-friendly language
- **Accommodations:** Hard copies, translated versions, or assistance for parents with visual or physical impairments are available upon request through the main office.

Location of Public Access & Translation Records

- **Online Access:** School Website > About Us > Campus Improvement Plan
- **In Person:** Main Front Office — Desk copy labeled "**Public CIP & Title I Parent Information**"

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

How We Evaluate Program Effectiveness

We continuously track our programs to see what is working and where we need to adjust:

- **Mid-Year Check-Ins (Formative Reviews):** Our team conducts formal mid-year reviews (at least twice a year) to track progress against our goals and record notes directly in the **Formative Reviews** section of our plan.
- **End-of-Year Evaluation (Summative Review):** At the end of the school year, we run a full review of our Title I / Schoolwide program. We document our final outcomes and notes in the plan's **Summative Review** section.
- **Data & Feedback Analyzed:** We base our evaluation on hard data (state test scores, benchmark performance, attendance, discipline) and perception data (parent, student, and staff surveys).
- **Looping Into Next Year:** Findings from this year's evaluation are directly fed into our upcoming **Campus Needs Assessment (CNA)** to guide next year's plan.

Where Documentation Is Kept

All supporting documentation—including signed sign-in sheets (with roles), meeting agendas, presentation slides, and data packets—is stored in two locations:

- **Online:** School Playbook
- **Online:** documents uploaded on the plan addendum section
- **Front Office:** — Look for the binder labeled " PD and Meeting Sign in sheets."