Ysleta Independent School District



Dolphin Terrace Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Dolphin Terrace Mission Statement

Dolphin Terrace is dedicated to teaching,
Outstanding character
Leading the way to
Personal best,
Helping each other along the way to be
Independent,
Nurturing,
Successful and productive citizens.

As a learning community, we commit to ensure this outcome.

Vision

Dolphin Terrace Elementary Vision Statement

Dolphin Terrace envisions a learning community where every student demonstrates outstanding character, achieves their personal best, and grows into an independent, successful, and productive citizen.

Value Statement

We value excellence, integrity, respect, kindness, acceptance, excellence and a commitment to helping every student and staff member reach their personal best.

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Comprehensive Needs Assessment

Demographics

Summary

Our school serves a diverse population of 550 students, with a significant majority being Hispanic and economically disadvantaged. This demographic composition presents unique opportunities and challenges as we strive to provide equitable educational experiences for all students.

As a Title 1 campus, we are committed to utilizing federal funds to enhance educational opportunities and support for our students, particularly those from low-income families. This designation allows us to implement programs and resources that address the specific needs of our student body, ensuring that every child has access to a high-quality education.

We have a talented group of 28 students identified as Gifted and Talented (GT), who receive specialized instruction to nurture their advanced abilities. Additionally, we support 15 students under Section 504, providing accommodations to ensure they have equal access to educational opportunities.

With 60% of our students classified as economically disadvantaged, we are dedicated to addressing the barriers that may impact their learning. Our goal is to create an inclusive environment where all students can thrive, regardless of their economic background.

Our bilingual program serves 20% of our student population, reflecting our commitment to supporting English language learners. We provide targeted instruction to help these students achieve proficiency in English while valuing and maintaining their native language skills.

The mobility rate of 10% indicates that a portion of our students experience frequent changes in their living situations. We strive to provide stability and continuity in their education, ensuring that transitions are as smooth as possible and that academic progress is maintained.

Finally, with 25% of our students receiving Special Education (SPED) services, we are dedicated to providing individualized support and resources to meet their diverse needs. Our staff is committed to fostering an inclusive environment where all students can succeed and reach their full potential.

Strengths

Demographic Strengths

Our school serves a diverse population of **550 students**, creating a rich and inclusive learning community. Our diverse backgrounds, languages, experiences, and learning needs provide meaningful opportunities for students and staff to learn from one another and celebrate the strengths each student brings to our campus.

As a Title I campus, we are committed to leveraging available resources and funding to provide equitable access to high-quality instruction, intervention, enrichment, and family engagement opportunities. With 60% of our students identified as economically disadvantaged, we prioritize removing barriers to learning and ensuring that all students have the resources and support needed to succeed.

Our campus is also proud to serve a wide range of learners. We have 25% of our students receiving Special Education services. These students benefit from individualized instruction, differentiated learning experiences, and supports designed to meet their unique strengths and needs.

Overall, our demographic diversity is a strength of our campus. It allows us to create a school culture centered on equity, inclusion, belonging, and high expectations, while providing differentiated opportunities and supports that help every student grow, learn, and thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Our campus serves a diverse population, including 20% bilingual students and a 10% mobility rate. We need consistent language supports, routines, and transition systems to ensure these students quickly adjust, feel a sense of belonging, and maintain academic progress.	A need to strengthen consistent alignment of language supports, instructional practices, and progress monitoring to ensure Emergent Bilingual and mobile students receive targeted support and maintain academic progress.

★ = Priority

Student Learning

Summary

How Are Our Students Doing?

Overall, students are demonstrating positive academic performance and growth, with several key indicators showing improvement. Our strongest areas include:

- **3rd Grade Reading:** Increased from 44% to 63% Meets Grade Level (+18.7).
- **3rd Grade Math:** Increased from 49% to 54% (+5.7).
- **Kindergarten Reading Readiness:** Increased to 83% (+3.7).
- **Grades 1–3 Reading Growth:** 86% of students demonstrated growth on Istation.
- **Overall STAAR Meets Grade Level:** Increased from 50% to 58% (+8.3).
- **STAAR Masters:** Increased from 20% to **31%** (+10.8).
- **3rd Grade Domain 1 Growth:** Increased to 58% (+10.9).

There are also areas that need continued attention.

1. SPED students rated Meets Grade Level in ELA/Reading decreased to 29%

2. STAAR growth was 69% in Reading and 66% in Math

Overall: Our data shows that students are making progress in several important areas, particularly grade-level achievement, early literacy, and 3rd-grade performance, while we need to continue strengthening SPED outcomes, reading growth, and math growth through consistent alignment, targeted instruction, and progress monitoring.

Strengths

Student Learning Strengths

Our students are demonstrating strong academic growth across multiple grade levels and content areas. Key strengths include:

- **Strong reading growth:** 86% of students in Grades 1–3 demonstrated reading growth on Istation.
- **Improved 3rd-grade reading:** Students increased from 44% to **63% Meets Grade Level**.
- **Improved 3rd-grade math:** Students increased from 49% to **54% Meets Grade Level**.
- **Strong early literacy:** Kindergarten reading readiness increased to **83%**.
- **Increased overall achievement:** Students meeting grade level on STAAR increased from 50% to **58%**.
- **Growth in advanced performance:** Students achieving **Masters Grade Level increased from 20% to 31%**.
- **Improved 3rd-grade foundational performance:** Domain 1 performance increased to **58%**.

Overall, students show a strong foundation in reading growth, early literacy, and grade-level achievement, with continued progress evident across multiple measures.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Our data indicates that while students are demonstrating growth in several areas, continued gaps exist in SPED ELA/Reading achievement and overall reading and math growth. SPED students performing at Meets Grade Level in ELA/Reading decreased to 29%, while STAAR growth was 69% in Reading and 66% in Math.	These results indicate a need for consistent instructional practices alignment, targeted support, and ongoing progress monitoring t

★ = Priority

School Processes & Programs

Summary

Dolphin Terrace Elementary implements aligned curriculum and Tier 1 instruction focused on TEKS, student-centered learning, academic discourse, engagement, and differentiated instruction. Teachers use data from STAAR, i-Ready, mCLASS, classroom assessments, and progress monitoring to identify student needs and provide targeted intervention and enrichment.

The campus supports continuous improvement through PLC collaboration, professional development, TEKS unpacking, instructional coaching, and T-TESS walkthroughs. Leadership and staff use collaborative planning and data analysis to make instructional decisions and monitor student progress.

Communication is supported through staff meetings, parent conferences, family engagement events, newsletters/flyers, and regular campus communication. The master schedule provides designated instructional and intervention time, with additional supports provided through special education, bilingual/English learner services, intervention, counseling, and extracurricular opportunities.

Technology is integrated into instruction, assessment, intervention, and communication through resources such as i-Ready, iStation/mCLASS, Amira, and other district-supported digital tools. Overall, DTES programs and processes are designed to provide consistent instructional support, monitor student growth, and promote student achievement.

Strengths

Dolphin Terrace Elementary's strength is its strong instructional systems and collaborative approach to student learning. The campus uses PLC collaboration, instructional coaching, data-driven planning, and multiple assessment tools to align instruction, monitor student progress, and provide targeted support. The campus also provides intervention, student support services, and technology resources that help meet diverse student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Dolphin Terrace Elementary has established strong instructional systems; however, focusing on consistent implementation and alignment of instructional practices, progress monitoring, and targeted interventions will help address individual student needs and accelerate academic growth, particularly in reading and math.	A need for greater consistency and alignment in the implementation of instructional practices, progress monitoring, and targeted interventions across classrooms to ensure student needs are identified early and addressed effectively.

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Perceptions

Summary

Parent feedback is very positive, with an overall average rating of approximately **4.47 out of 5.** Families report that their children are treated with respect, feel safe at school, understand their learning goals, and receive the support they need. Parents also indicate strong satisfaction with communication and the school experience and show a high willingness to recommend Dolphin Terrace Elementary to others.

Overall strength: Families feel welcomed, supported, and confident in the education their children are receiving.

Strengths

Parents perceive Dolphin Terrace as a safe, supportive, and welcoming school where students are treated with respect and receive the support they need. Families also express strong satisfaction with their child's educational experience and communication with the school, reflecting positive relationships and trust between families and staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While overall parent satisfaction is positive, the survey indicates an opportunity to strengthen communication around student learning goals, progress, and how families can support learning at home. This can help build even stronger family-school partnerships and support student achievement.	Strengthen communication and systems for sharing student learning goals, academic progress, and ways families can support learning at home.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

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

Goals

Goal 1 Our Future

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: State Assessments, District benchmarks

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement strong Tier 1 instruction, monitor student progress, and provide timely interventions to improve student achievement and campus accountability created through PLT and other PD

Strategy's Expected Result/Impact: Increased student achievement, measurable academic growth, improved assessment performance, and all campuses earning a state accountability rating of C or higher.

Staff Responsible for Monitoring: All faculty and staff

Funding Sources: Materials, general supplies, rentals, library books, and resources Title I, Part A, $17,000

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: EOY iStation Assessments, monitor using monthly assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Dolphin Terrace Elementary will implement a comprehensive literacy framework that focused on high-quality Tier I instruction, targeted intervention, and continuous progress monitoring.

Strategy's Expected Result/Impact: * At least 50% of Kindergarten through 2nd grade students achieve Level 4 or higher on the End-of-Year iStation assessment.
* Increased percentage of students meeting or exceeding benchmark during BOY, MOY, and EOY assessments.

Staff Responsible for Monitoring: * Teachers and Staff

Funding Sources: Material, books, general supplies, Materials, rentals, library books, and resources Title I, Part A, $8,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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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: EOY i-Ready Math assessment results and student proficiency reports for Kindergarten-2nd grade. Use MOY check point if available

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide targeted, data-driven math instruction through small-group interventions, differentiated lessons, and regular progress monitoring to increase the number of K-2 students reaching Level 4 or higher on the EOY i-Ready Math assessment.

Strategy's Expected Result/Impact: Individual growth BOY MOY EOY

Staff Responsible for Monitoring: All faculty and staff

Funding Sources: Part Time Tutor Title I, Part A, $10,000

Title I: 2.5.3

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

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

Formative Reviews

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Performance Objective 4 ☑ High Priority

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

Evaluation Data Source: 3rd Grade STAAR assessment results, interim benchmark data, classroom assessments, student work samples, and progress-monitoring reports.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide targeted, standards-based instruction with small-group interventions, differentiated learning, and frequent progress monitoring to increase the percentage of 3rd grade students achieving Meets Grade Level on STAAR.

Strategy's Expected Result/Impact: Growth from BOY interim to EOY interim

Staff Responsible for Monitoring: faculty, staff, tutors

Funding Sources: materials, programs, supplies Title I, Part A, $8,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 5 ☑ High Priority

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

Evaluation Data Source: BOY interim to EOY STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide targeted, data-driven instruction, differentiated support, and ongoing progress monitoring to ensure two out of three students demonstrate academic growth on STAAR/EOC assessments.

Strategy's Expected Result/Impact: Growth from BOY Interim to EOY STAAR

Staff Responsible for Monitoring: Faculty Staff Tutors

Funding Sources: materials, supplies, books, Title I, Part A, $10,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Consistently implement data-driven Tier 1 instruction and targeted intervention aligned to identified student needs. Teachers will use STAAR, interim, i-Ready, Amira, and classroom data to identify gaps, provide differentiated instruction and small-group support, monitor progress regularly, and adjust instruction to increase the percentage of students performing at the Meets Grade Level standard on STAAR/EOC assessments.

Strategy's Expected Result/Impact: At least 50% of students will demonstrate Meets Grade Level performance on STAAR/EOC assessments through consistent Tier 1 instruction, targeted intervention, differentiated support, and ongoing progress monitoring.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Classroom Teachers, Interventionists, and Special Education Teachers will be responsible for implementing the strategy, monitoring student progress, and adjusting instruction based on data.

Funding Sources: resources, general supplies and materials including manipulative and consumables Title I, Part A, $5,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Performance Objective 7 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR assessment and TELPAS results for Emergent Bilingual (EB) students, including student performance reports and campus data reports.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide targeted, language-supported instruction and differentiated interventions for EB students, using STAAR/EOC data to monitor progress and address academic and language needs throughout the year.

Strategy's Expected Result/Impact: One in three EB students will achieve a Meets Grade Level rating on STAAR/EOC exams, demonstrating increased academic achievement and progress.

Staff Responsible for Monitoring: all faculty and staff to include instructional coaches

Funding Sources: language support materials, supplies and programs Title I, Part A, $2,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 8 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: STAAR assessment results, SPED student performance reports, and campus data reports will be used to evaluate student progress toward the Meets Grade Level target.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement targeted, data-driven instruction and intervention for SPED students through differentiated Tier 1 instruction, accommodations, small-group support, and frequent progress monitoring. Teachers and support staff will use assessment data to identify individual learning needs, adjust instruction, and monitor progress toward Meets Grade Level performance on STAAR/EOC assessments.

Strategy's Expected Result/Impact: At least 25% of SPED students will demonstrate Meets Grade Level performance on STAAR/EOC assessments, supported by targeted instruction, accommodations, intervention, and ongoing progress monitoring.

Staff Responsible for Monitoring: Campus Administration, Special Education Teachers, Special Education Aides, Classroom Teachers, Interventionists, and Instructional Coaches will be responsible for implementing targeted instruction, accommodations, interventions, and ongoing progress monitoring for SPED students.

Funding Sources: referrence materils, general supplies, reading resources, manipulatives Title I, Part A, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Goal 2 Our People

Performance Objective 1 ☑ High Priority

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

PLT supplies and materials

Strategy's Expected Result/Impact: PD training to enhance teaching and learning student experience

Staff Responsible for Monitoring: Learn, practice, and implement strategies

Funding Sources: Title I, Part A, $3,000

Formative Reviews

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Performance Objective 2 ☑ High Priority

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 results, parent feedback, and family engagement participation data** will be used to evaluate progress toward the 4.0 or higher parent satisfaction target.

Strategy 1

Strengthen family engagement and communication through regular opportunities for parents to provide feedback, participate in campus activities, and receive clear information about student learning and progress. Campus staff will use parent feedback to identify needs, improve communication, and strengthen family-school partnerships.

Strategy's Expected Result/Impact: Parent satisfaction will reach or maintain a score of at least 4.0 out of 5.0, as measured by the Parent Satisfaction Survey, through increased family engagement, consistent communication, and opportunities for parent feedback.

Staff Responsible for Monitoring: Campus Administration, Counselor, Parent Engagement Liaison, and Teachers will monitor family engagement, communication efforts, parent feedback, and Parent Satisfaction Survey results.

Funding Sources: hospitality Title I, Part A, $494

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Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Parent sign-in sheets, meeting agendas, family engagement participation records, and Parent Satisfaction Survey results will be used to monitor and evaluate the frequency and effectiveness of parent, family, and community engagement opportunities.

Strategy 1

Increase parent, family, and community engagement by providing at least one meaningful engagement opportunity each nine weeks, including parent meetings, academic workshops, family events, and opportunities to learn how to support student learning at home such as but not limited to Math Night, (game night), Reading Extravaganza, STEM Expo, etc.

Strategy's Expected Result/Impact: Increased parent, family, and community participation and stronger family-school partnerships, resulting in greater parent understanding of how to support student learning and increased engagement in their child's academic success.

Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers, Instructional Coaches, and Support Staff will be responsible for planning, coordinating, promoting, and monitoring parent, family, and community engagement activities throughout the school year.

Formative Reviews

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Performance Objective 4

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

Evaluation Data Source: Student participation rosters for club/activity such as but not limited to Vollyball, Flag Football, Dance Team, Friendship Club, etc. We will use sign-in sheets, extracurricular participation records, and campus activity records will be used to monitor and evaluate student participation toward the 50% involvement target.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Increase student participation in extracurricular opportunities by providing and promoting

accessible academic, athletic, fine arts, leadership, and volunteer activities that encourage students to explore their interests, develop leadership skills, and build a stronger connection to the school community.

Strategy's Expected Result/Impact: At least 50% of students will participate in an academic, athletic, fine arts, leadership, and/or volunteer extracurricular activity, increasing student engagement, school connectedness, and opportunities for students to develop their interests and strengths.

Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers, Coaches, Club Sponsors, and Support Staff will be responsible for promoting, coordinating, and monitoring student participation in academic, athletic, fine arts, leadership, and volunteer extracurricular activities.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 3 Our Investment

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: Budget Reports

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement responsible budget management by monitoring expenditures regularly, prioritizing campus needs, and ensuring purchases align with approved plans and available funds.

Strategy's Expected Result/Impact: The campus will maintain expenditures at or below the allocated campus budget while ensuring resources are aligned to campus priorities and student needs.

Staff Responsible for Monitoring: Campus Administration, CEIC Members, and Secretary will be responsible for monitoring expenditures, maintaining accurate budget records, and ensuring campus spending remains aligned with the approved budget and campus priorities.

Formative Reviews

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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 ☑ Results Driven Accountability

Maintain strong financial and operational controls by conducting regular reviews of inventory, cash handling, purchasing, documentation, and compliance procedures to ensure campus practices align with district requirements and result in no material findings attributable to the campus.

Strategy's Expected Result/Impact: The campus will have no material audit, compliance, inventory, cash handling, or financial procedure findings attributable to the campus and will support the District's achievement of a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Campus Administration, Secretary will be responsible for monitoring financial procedures, inventory, cash handling, purchasing, documentation, and compliance to ensure all campus practices meet district requirements.

Formative Reviews

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Performance Objective 3 ☑ High Priority

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Maintain full compliance with district and Texas School Safety Center requirements by completing and documenting 100% of required safety drills and exercises, conducting regular safety reviews, and addressing any identified gaps to ensure successful Intruder Detection Audits.

Strategy's Expected Result/Impact: The campus will complete and document 100% of required safety drills and exercises and have no findings on the Intruder Detection Audit, demonstrating full compliance with district and Texas School Safety Center requirements.

Staff Responsible for Monitoring: Campus Administration, Safety Coordinator, and Campus Safety Team will be responsible for coordinating, completing, documenting, and monitoring required safety drills and exercises, conducting safety reviews, and addressing any identified compliance concerns.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Dolphin Terrace Elementary School

Total SCE Funds: $30,000.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Pays Teachers Salary

Title I Summary

Title I

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

1.1 Description of CNA Process

Dolphin Terrace Elementary conducted a Comprehensive Needs Assessment (CNA) through working groups that included campus leadership, grade-level teachers, support staff, and other stakeholders. The CNA was conducted at Beginning of Year (July 2025), Middle of Year (December/January 2026), and End of Year (May 2026). Multiple meetings were used to examine demographics, school culture and climate, staff quality and professional development, curriculum/instruction/assessment, parent and family engagement, student achievement, school safety, program evaluations, survey results, and campus data.

The campus reviewed and analyzed multiple sources of evidence, including campus and district benchmark/interim assessments, iStation, i-Ready, STAAR results, and perception data. Meeting agendas, minutes, sign-in sheets, and supporting handouts document stakeholder participation and the data-analysis process.

Student Achievement Findings

The 2027 Campus Scorecard reflects several areas of student strength. Third-grade Reading increased from **44% to 63% Meets Grade Level**, while third-grade Math increased from **49% to 54%**. Kindergarten reading readiness increased to **83%**, and **86% of students in Grades 1–3 demonstrated reading growth on Istation**. Overall STAAR performance increased from **50% to 58% Meets Grade Level**, and students achieving Masters Grade Level increased from **20% to 31%**. Third-grade Domain 1 performance also increased to **58%**.

The CNA also identified areas requiring continued attention. **SPED students rated Meets Grade Level in ELA/Reading decreased to 29%**, while STAAR growth was **69% in Reading and 66% in Math**. Additionally, EL students rated Meets Grade Level in ELA/Reading decreased from 42% to **38%**, indicating a need for continued targeted support for identified student groups.

Perception and Engagement Findings

Perception data also reflects positive campus conditions. Employee satisfaction increased to **4.5 out of 5**, while parent satisfaction increased to **4.5 out of 5**, meeting the identified target.

Identified Need

Based on the analysis of student achievement, subgroup performance, assessment results, and stakeholder feedback, the campus identified a need for consistent instructional alignment, targeted intervention, and systematic progress monitoring to accelerate reading and math growth, particularly for SPED and other students requiring additional academic support.

Root Cause

The CNA identified a need for greater consistency in aligning instruction, interventions, and progress-monitoring practices across classrooms and student groups. Strengthening these systems will allow staff to more consistently identify student needs, adjust instruction, monitor progress, and ensure that interventions are producing the desired academic outcomes.

CNA Priority

The campus will use these findings to develop and monitor strategies within the Campus Improvement Plan focused on student achievement, instructional alignment, targeted support, progress monitoring, and family engagement. Progress will be reviewed through formative monitoring and stakeholder feedback, with results informing the next CNA cycle and future campus improvement planning.

1.2 Location for Evidence of Multiple Meetings Held

The CNA process specifically identifies multiple meetings to examine demographics, school culture, staff quality, curriculum/instruction/assessment, parent and family engagement, student achievement, safety, program evaluations, survey results, and data.

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

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

The Campus Improvement Plan is developed through a continuous data-driven process. The campus conducts the Comprehensive Needs Assessment at key points throughout the year:

- **BOY – July:** Review baseline data and identify initial needs.
- **MOY – December/January:** Review progress, analyze updated data, and adjust priorities as needed.
- **EOY – May:** Evaluate outcomes, review progress toward goals, and identify needs for the following school year.

Throughout the process, stakeholders, including teachers, support staff, and campus leadership, participate in reviewing data, identifying problems and root causes, and developing solutions and action steps. Documentation includes agendas, meeting minutes, sign-in sheets, data reports, and supporting materials.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community stakeholders are included in the Campus Improvement Plan development process through CNA meetings, stakeholder discussions, data reviews, surveys, and feedback opportunities. Stakeholders review campus needs, student achievement data, school culture, family engagement, and other relevant data to identify priorities, root causes, and action steps. Feedback is solicited through surveys, meetings, discussions, and review of the proposed plan.

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

The plan is posted on our website (Campus Improvement Plan)

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

N/A

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

Title I required descriptions are embedded at the strategy level in the Campus Improvement Plan and aligned to CNA priorities, including targeted instruction, intervention, progress monitoring, student achievement, and family engagement. Strategies are supported by stakeholder input, data analysis, and ongoing monitoring to address identified needs and evaluate effectiveness.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for program effectiveness is maintained in the CNA/CIP documentation and review records, including Formative Reviews, Summative Review, meeting agendas, sign-in sheets, and supporting data. Program effectiveness is reviewed at least semiannually through formative reviews, using state assessment results, campus performance data, perception/survey data, and other relevant evidence.