Ysleta Independent School District

Alicia Chacon International School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Alicia Chacon International scholars promise to reach their full academic, social and emotional potential. Become fluid in three or more languages and be a life long learner in a multicultural society.

Vision

Alicia Chacon International students strive to master multiple languages, embrace lifelong learning, and lead with emotional and academic growth.

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Comprehensive Needs Assessment

Demographics

Summary

Alicia R. Chacón International serves a diverse student population of 879+ students, with the demographic profile being predominantly Hispanic. Approximately 98.4% of students identify as Hispanic, while 1.5% identify as White and 0.1% as Pacific Islander. The school reports 60.2% of students as economically disadvantaged, indicating that a significant portion of the student population may experience socioeconomic challenges. Additionally, 5.5% of students receive special education services, and 48.3% are identified as emergent bilingual/English learners, highlighting the school's strong need for language-development and culturally responsive educational supports. Overall, the demographics reflect a predominantly Hispanic, multilingual student population with substantial socioeconomic and language-learning needs.

Strengths

Alicia R. Chacón International takes immense pride in its strong cultural and linguistic diversity, which serves as a cornerstone of our educational environment. This diversity enriches the learning experience for all students, fostering an atmosphere where multiple perspectives are valued and celebrated. Our commitment to embracing various cultures and languages not only enhances the educational journey but also prepares our students to thrive in a global society.

Our extensive experience in supporting emergent bilingual students is another significant strength of our institution. We have developed and implemented effective strategies and programs that cater to the unique needs of these students, ensuring they receive the support necessary to excel academically and socially. By providing tailored resources and fostering an inclusive environment, we empower emergent bilingual students to achieve their full potential.

The school's international focus is integral to promoting cultural awareness, inclusion, and a sense of belonging among our diverse student population. Through a curriculum that emphasizes global perspectives and intercultural understanding, we encourage students to appreciate and respect differences, thereby cultivating a community where everyone feels valued and included. This focus not only enhances students' educational experiences but also equips them with the skills and mindset needed to become responsible global citizens.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase performance in 5th Grade Science at the Approaches, Meets and Masters.	Rigor of TEKS tied to lab opportunities.

★ = Priority

Student Learning

Summary

At Alicia Chacon, we have observed a decline in student achievement and progress as reflected in state and local assessments, benchmarks, and advanced course or dual enrollment participation. This indicates a need for targeted interventions to support our students in meeting and exceeding academic standards. Despite this drop in academic growth to an 83, our students' relative performance has been commendable, allowing us to maintain an academic rating of A.

Our College, Career, and Military Readiness (CCMR) indicators, along with grades and graduation plans, are crucial metrics that we continuously monitor to ensure our students are on track for post-secondary success. Retention data and dropout rates are also critical areas of focus, as they provide insights into student engagement and the effectiveness of our support systems.

Special education data and English language assessments are integral to understanding the diverse needs of our student population. We are committed to providing equitable educational opportunities and tailored support to ensure all students can thrive. By analyzing these data points, we can implement strategies that address the specific challenges faced by our students, ultimately fostering an environment where every student can achieve their full potential.

Strengths

Alicia Chacon has demonstrated exceptional performance in Domain III, achieving a remarkable score of 94 out of 100 in closing the gaps. This accomplishment highlights our commitment to ensuring that all students, regardless of their background or starting point, have equitable access to educational opportunities and resources. By focusing on targeted interventions and personalized support, we have successfully addressed disparities in student achievement, fostering an inclusive learning environment where every student can thrive.

Being ranked number one in the district for this domain is a testament to the dedication and hard work of our educators, staff, and students. It reflects our strategic efforts to identify and address the unique needs of each student, thereby promoting academic excellence across the board. This achievement not only underscores our leadership in educational equity but also inspires us to continue striving for even greater success in closing the achievement gaps within our diverse student population

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Increase performance in 4th Grade Math growth.	Rigor of TEKS in tracking student mastery compared to previous test.

★ = Priority

School Processes & Programs

Summary

The curriculum at Alicia R. Chacón International is rigorous, multilingual, and focused on college and career readiness. Students benefit from a strong Two-Way Dual Language Program, advanced mathematics, STEM-focused CCE courses, and opportunities to earn high school credit through Algebra I and AP Spanish. The curriculum also emphasizes global awareness and language development by allowing students to study English, Spanish, and a third language, preparing them for success in a diverse and increasingly global society.

Strengths

At Alicia R. Chacón International, our curriculum is designed to be both rigorous and multilingual, ensuring that students are well-prepared for both college and career pathways. The focus on college and career readiness is evident through our comprehensive curriculum that integrates advanced mathematics and STEM-focused CCE courses. This approach not only challenges students academically but also equips them with the necessary skills to excel in a rapidly evolving job market. Furthermore, our students have the opportunity to earn high school credits through courses such as Algebra I and AP Spanish, providing them with a head start in their academic journey.

Our Two-Way Dual Language Program is a cornerstone of our educational offerings, fostering bilingualism and biliteracy among our students. This program is instrumental in enhancing language proficiency and cultural understanding, which are critical components of our commitment to global awareness. By allowing students to study English, Spanish, and a third language, we are preparing them to thrive in a diverse and interconnected world. This emphasis on language development not only broadens their communication skills but also enriches their cultural perspectives.

Teacher planning at Professional Learning Teams (PLT) is a consistent and integral part of our school processes. Our educators engage deeply with the Texas Essential Knowledge and Skills (TEKS), ensuring that our instructional strategies are aligned with state standards. By placing depth and complexity at the forefront of our planning, we are able to deliver a curriculum that challenges students to think critically and engage with content at a higher level. This meticulous approach to planning and instruction underscores our commitment to providing a high-quality education that meets the diverse needs of our student body.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Students whose primary language is English are encountering challenges when required to use Spanish in core subject areas, which may impact their overall academic performance and comprehension.	The root cause of this issue may be the insufficient integration of bilingual education strategies that effectively support English-speaking students in developing proficiency and confidence in using Spanish across core subject areas.

★ = Priority

Perceptions

Summary

At Alicia Chacon, our employees and community stakeholders demonstrate a positive and inclusive mindset, creating a welcoming environment where every student, family, and staff member feels valued and respected. There is a strong sense of collaboration and support among all stakeholders, emphasizing diversity, belonging, and a shared commitment to the success of our students. This positive relationship between the school and the community is essential in cultivating a safe, respectful, and inclusive learning environment for everyone involved.

Strengths

- At Alicia Chacon, we pride ourselves on fostering a positive and inclusive school culture. Our staff and community members consistently perceive our school as a welcoming environment that respects and celebrates diverse cultures and languages. This inclusive atmosphere has been instrumental in encouraging families to actively participate in school events, presentations, and programs, creating a vibrant and engaged school community.
- Furthermore, we have established strong collaboration with families and the broader community. Our stakeholders appreciate the open lines of communication and the numerous opportunities to work together. This collaborative spirit has significantly enhanced parent engagement and community involvement in various activities, including HB 5 presentations, college awareness events, and other school-sponsored programs. Through these efforts, we continue to build a supportive and interconnected educational environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We recognize the need to further enhance student engagement, ensuring that every learner is actively involved and invested in their educational journey. We are aware of the importance of fostering a supportive learning environment, where students feel safe, valued, and encouraged to reach their full potential.	Our school recognizes the need to further enhance student engagement, ensuring that every learner is actively involved and invested in their educational journey. This commitment stems from our understanding that active participation is crucial for deep learning and retention.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [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] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [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] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [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] **Male / Female performance, progress, 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] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [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 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Via the alignment of instructional practices in grades K-8--face to face instruction, as well as online learning. Students will grow at least 2% points in every grade level and content area compared to previous year's results

Strategy's Expected Result/Impact: This strategy will support growth for all core subjects across the campus. (This includes meets and masters for tested grades).

Staff Responsible for Monitoring: Assistant Principal , Faculty and Staff , Principal

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

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement balanced literacy in all grades through whole group/small group instruction, use of leveled readers, web-based instruction, computer software programs, literacy stations and Talk Read Talk Write Structures. Interventions for all as needed.

Strategy's Expected Result/Impact: Support all scholars across the campus.

Staff Responsible for Monitoring: Faculty and Staff, Academic Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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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Strategy 3

Suplies for teachers to support academics: general: paper, writing utensils, general items for all classrooms.

Strategy's Expected Result/Impact: Impact all students in K-8th Grade.

Staff Responsible for Monitoring: Office Team and admin

Funding Sources: Supplies and other general use items Title I, Part A, $10,000

Title I: 2.5.1, 2.5.2

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Strategy 4

Support Mathematics school wide

Strategy's Expected Result/Impact: Support automaticity of math using reflex.

Staff Responsible for Monitoring: Teachers and academic team.

Funding Sources: Reflex Math Product Title I, Part A, $5,600

Title I: 2.5.1, 2.5.2

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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 ☑ Results Driven Accountability

(1st-6th Grade will use A.R. to support RLA)

Strategy's Expected Result/Impact: A. R. will support reading fluency and comprehension.

Staff Responsible for Monitoring: Teachers, Academic Team

Funding Sources: Title I, Part A, 211-11-6395-00-138-24-000-A, $6,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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 3 ☑ High Priority

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

Evaluation Data Source: iReady (BOY/MOY/EOY) data will be reviewed.

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

As part of our student data trackers, we will have a goal of at least 2% growth for every student in the area of Math across grade levels.

Strategy's Expected Result/Impact: Kinder to 2nd Grade students will achieve no less than a level 4 on EOY Assessment.

Staff Responsible for Monitoring: Academic Team, Administrators, Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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: Interim I & II and STAAR 2.0

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

G.T. Competions (school-wide) 1st-8th Grade

Strategy's Expected Result/Impact: The G.T. Coordinator will support all students in the program: competitions, field trips, enrichment, and other events. This includes supplies for lessons.

Staff Responsible for Monitoring: G.T. Coordinator- Ms. Ordaz and admin.

Funding Sources: Competitions, field trips, enrichment, and other events. This includes supplies for lessons. Gifted and Talented, $5,593

Title I: 2.5.1, 2.5.2

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Performance Objective 5

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

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

Increase the percent of students achieving growth as measured on
STAAR/EOC: Math 70% or more and Reading 77% or more.

Strategy's Expected Result/Impact: Two in three students will achieve growth as measured on STAAR/EOC. In particular, raise growth for all students by 3% points or higher.

Staff Responsible for Monitoring: Teachers, Academic Team, Admin.

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 4: Academic Experience: High Quality Instructional Materials

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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

CTE Supports of STEM and Robotics at our campus. (6th-8th Grade)

Strategy's Expected Result/Impact: This support will impact students in the CTE an Robotics programs. (Robotics and supplies are purchased to support competition at the district level).

Staff Responsible for Monitoring: Robotics Coordinator and academic team.

Funding Sources: Supplies for Robotics program and VEX registration. State Career and Technical, $4,922

Title I: 2.5.2, 2.5.3

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Performance Objective 7

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

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

Increase the percent of EL students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams.

Strategy's Expected Result/Impact: One in three EB students will be rated Meets Grade Level on STAAR/EOC exams from 62% to 65% or higher.

Staff Responsible for Monitoring: Teachers, Academic Team, Admin

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

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Performance Objective 8 ☑ High Priority

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

Evaluation Data Source: Interim I & II and STAAR 2.0

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

Increase the percent of SPED students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams.

Strategy's Expected Result/Impact: Increase the percent of SPED students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams from 42% to 45% or higher.

Staff Responsible for Monitoring: SPED Teachers, Teachers, Academic Team, Admin

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 4: Academic Experience: High Quality Instructional Materials

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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

Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction as measured in the Employee Engagement Survey.

Strategy's Expected Result/Impact: Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey, in particular better than 4.3 out of 5.

Staff Responsible for Monitoring: Admin and leadership members.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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

Strategy 1

Increase or maintain a score of 4.0 out of a possible 5.0 in parent satisfaction, as measured in the Parent Satisfaction Survey.

Strategy's Expected Result/Impact: Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey, at a 4.2 out of 5 or higher.

Staff Responsible for Monitoring: Admin and Leadership. This includes teachers.

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

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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 Satisfaction Survey

Strategy 1

We are commited to hosting parent meetings monthly.

Strategy's Expected Result/Impact: Increase parental, family, and community engagement opportunities

Staff Responsible for Monitoring: Admin, counselors.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 4 ☑ High Priority

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: 9 Week Pow-wows and End of year assemblies

Strategy 1

Implement initiatives to engage at least 50% of students in academic, athletic, or fine arts programs.

Strategy's Expected Result/Impact: Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity, in particular 55% or more.

Staff Responsible for Monitoring: Teachers, Admin and Leadership

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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

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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

Our campus is committed to demonstrating responsible stewardship of district resources by ensuring that all expenditures are carefully managed and remain within or below the allocated campus budget.

Strategy's Expected Result/Impact: Meet with the administrative team, budget clerk and secretary to support this goal.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Budget Reports, Audits

Strategy 1

As the principal, I am committed to ensuring that our campus upholds the highest standards of financial integrity and accountability, thereby contributing to the District's goal of achieving a FIRST Rating of Standard Achievement or higher. This will be accomplished by meticulously adhering to all audit, compliance, inventory, cash handling, and financial procedures, ensuring that no material findings are attributable to our campus.

Strategy's Expected Result/Impact: Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher.

Staff Responsible for Monitoring: Principal, budget clerk, secretary, admin team

ESF Levers: Lever 6: Campus Finance and Operations

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

As a campus, we am committed to ensuring our campus achieves full compliance with district and Texas School Safety Center requirements by meticulously completing 100% of the mandated drills and exercises, while also striving for excellence in security measures to ensure there are no findings on the Intruder Detection Audit.

Strategy's Expected Result/Impact: Campus will achieve full compliance with district and Texas School Safety Center requirements

Staff Responsible for Monitoring: Admin team, campus officer.

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Alicia Chacon International School

Total SCE Funds: $333,914.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State compe ed is used to cover salaries for teachers at Alicia Chacon International.

Title I Summary

Title I

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

1.1 Description of CNA Process

In June and July of 2026, I convened meetings with our dedicated staff to collaboratively establish goals for our campus. These sessions were pivotal in setting a clear direction for the upcoming academic year, ensuring that our objectives were aligned with the needs of our students and the broader educational mission of our institution.

Additionally, I engaged with our academic team to meticulously review preliminary data. This review was an integral part of our Comprehensive Needs Assessment (CNA) process. The CNA process involved a series of structured meetings where we gathered insights from various stakeholders, including teachers, administrators, and support staff, who were selected based on their expertise and roles within the school. During these meetings, we examined critical areas such as student performance, resource allocation, and instructional strategies. The data selected for review was comprehensive, encompassing both quantitative metrics and qualitative feedback, to provide a holistic understanding of our school's current standing and areas for improvement. This thorough analysis enabled us to make informed decisions and set strategic priorities for the future.

1.2 Location for Evidence of Multiple Meetings Held

As the principal, I ensured that multiple meetings were offered to stakeholders to facilitate open communication and collaboration. These meetings were scheduled at various times to accommodate different schedules, ensuring maximum participation from teachers and academic personnel. The evidence of these meetings is meticulously documented and can be found in our administrative records.

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 our Schoolwide Plan/Campus Improvement Plan was a collaborative effort that unfolded over a series of structured meetings. Initially, I convened with our dedicated teachers, administrative team, and academic leaders to brainstorm and draft preliminary ideas. These initial discussions were crucial in setting the foundation for our plan and took place in our school's main conference room, ensuring a focused and professional environment.

Following these initial meetings, we engaged with the Campus Educational Improvement Committee (CEIC). All perspectives were considered and integrated into the plan.

2.2 Stakeholders 1114(b)(2)

On September 3, 2026, we convened a meeting with stakeholders, including staff, families, and community members, to collaboratively develop our school plan. The list of stakeholders, along with sign-in sheets detailing names and roles, is meticulously documented and available for review in the main office, ensuring transparency and accountability in our planning process.

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

The plan will be accessible to the community to ensure they have the necessary information and resources at their disposal. This availability will facilitate open communication and provide a platform for addressing any questions or support needs that may arise.

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

Our plan is developed through a collaborative approach that ensures integration with various Federal, State, and local services, resources, and programs. We actively engage to support safe and supportive environment for our students, working closely with local law enforcement and community organizations to implement effective strategies.

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

Alicia Chacon's Title I Schoolwide Plan requirements are addressed through the strategies identified within the Campus Improvement Plan. Applicable strategies have been aligned to the corresponding Title I statutory requirements and reflect campus needs identified through the Comprehensive Needs Assessment and multiple sources of student achievement, program, and perception data.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Ensuring that notes are consistently documented in the Formative Reviews is essential, as it represents best practice and allows for accurate assessment of program effectiveness, even if done semiannually. It is also crucial to include notes from the annual evaluation of the Schoolwide program plan in the Summative Review to provide a comprehensive overview of the program's outcomes. We must confirm that all documentation, such as sign-in sheets, agendas, and analyzed data from state assessments and other performance metrics, is thoroughly aligned with the Schoolwide program evaluation process to maintain coherence and accountability. Lastly, integrating the Schoolwide program evaluation into the Comprehensive Needs Assessment (CNA) process for the upcoming year is important to facilitate continuous improvement and strategic planning.

Funding Summary

Funding Summary

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and other general use items	--	$10,000.00
1	1	4	Reflex Math Product	--	$5,600.00
1	2	1		211-11-63 95-00-138 -24-000-A	$6,000.00
				Sub-Total	$21,600.00
				Budgeted Fund Source Amount	$229,541.00
				+/- Difference	**$207,941.00**

Title IV, Part A, SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$28,117.00
				+/- Difference	**$28,117.00**

Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Competitions, field trips, enrichment, and other events. This includes supplies for lessons.	--	$5,593.00
				Sub-Total	$5,593.00
				Budgeted Fund Source Amount	$5,593.00
				+/- Difference	$0.00

State Career and Technical

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Supplies for Robotics program and VEX registration.	--	$4,922.00
				Sub-Total	$4,922.00
				Budgeted Fund Source Amount	$20,604.00
				+/- Difference	**$15,682.00**

State Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,187.00
				+/- Difference	**$10,187.00**

SCE Accelerated Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$333,914.00
				+/- Difference	**$333,914.00**

State Bilingual

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$141,799.00
				+/- Difference	**$141,799.00**

Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$44,443.00
				+/- Difference	**$44,443.00**

Special Education, IDEA-B (Federal)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$204,135.00
				+/- Difference	**$204,135.00**