White Settlement Independent School District

North Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Mission

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Vision

Developing passion to learn … discovering purpose for tomorrow.

Value Statement

Beliefs

We believe:

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
- A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:
(1) the date(s) that the CNA was reviewed and revised for the current school year,
(2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
(3) areas examined, and
(4) list of multiple data sources analyzed.

Demographics

Summary

We currently have an enrollment figure of 761 at North Elementary STEAM Academy. This number is projected to continue to grow as surrounding neighborhoods are developed and more families move in. Our current numbers in each grade level are as follows: 1st grade: 137; 2nd grade: 144; 3rd grade: 151; 4th grade: 162, 5th Grade 167. Student group data will be posted after snapshot data day in October.

Strengths

North Elementary has a diverse population. We provide several programs to differentiate and meet the needs of all learners on our campus. Our children come from wonderful families that want the best education and future for their children.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics	An increase in community growth is affecting the percentage of economically disadvantage students.

★ = Priority

Student Learning

Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, including the Diagnostic Reading Assessment (DRA), Curriculum Based Assessments (CBAs), Common Formative Assessments (CFA) and TELPAS. In addition, special education students are evaluated using a variety of assessment instructions based on individual needs (IEP).

Strengths

North Elementary has had improvement in STAAR scores in Spanish from 2024 to 2025. This year in PLC's we will focus on Tier 1 instruction in Reading, Math, and Science. We will be internalizing the new curriculum as well as utilizing iReady for Reading and Math for intervention and extension.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math.	Teachers need to plan to the depth of the standards in Tier 1.
2 ★	Assessment data shows students are low performing with informational text standards.	Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.
3 ★	STAAR data shows 3rd and 5th graders are not making expected growth in math instruction	Students are lacking foundational math skills and number sense.
4 ★	STAAR data and i-Ready data from 25-26 show a percentage of students are not performing on grade level in the areas of math and reading.	Students are lacking foundational skills in reading and math.

★ = Priority

School Processes & Programs

Summary

All teachers at North are highly qualified and ESL Certified.

We are a PLC (Professional Learning Community) Campus that focuses on PLCs 3 Big Ideas. These ideas include a Focus on Collaboration, a Focus on Results and a Focus on Learning. These big ideas guide our instructional conversations and grow teacher's instructional knowledge base. Our school will continue many of the reorganized structures from last year this year for continued improvement. We have implemented a parallel teaching model for our students being served through special programs to keep students in Tier 1 classroom instruction. Students have access to other educators through flex grouping and MTSS interventions to ensure we reach all students.

Our rotation teachers build lessons that focus on STEAM learning utilize standards (TEKS) being taught in the classroom.

We incorporate the 7 mindsets curriculum and Rhithm check ins to increase positivity and morale on campus.

We will continue to use the PBIS program this year to include clear and defined discipline matrices. The matrices serve as behavior standards that all children are expected to follow and be held accountable for. Monthly meetings are held to discuss campus trends/patterns in discipline and plan appropriate interventions. Students work for PBIS points to shop in our Bear Mart. This has greatly increased student and staff morale and the daily functioning of our campus. We have also improved our house system for staff and students to enhance relationships and mindset for success and accomplishment.

We strive to recognize our students for the great things that they accomplish. There are awards and acknowledgements for student of the month, attendance incentives each 9 weeks, perfect attendance, good citizenship, and A-B honor roll, as well as many great behavior awards

North Elementary has a wonderful family and community feel for a large campus. The staff is close and participates in many activities to bring us together. We have weekly staff meetings, monthly luncheons, a staff shout-out board, staff parties, and several incentives programs for teachers. Some of our incentives this year include staff perfect attendance incentives, monthly staff treats, staff members of the month, notes of appreciation, holiday theme weeks, etc. Everyone works hard to take care of each other and pitch in where needed. We have many different committees on campus. Allowing staff input from every area is valued at all times.

Parent are welcomed on our campus. They are invited to several activities throughout the year and eat lunch with their students often. We also have a PTO and VIP parent involvement program on our campus.

Our strengths include improved campus communication by utilizing our marquee, Parentsquare, Facebook, emails, and newsletters. Our staff, parents, and students are much more aware of what is going on on our campus this year. We also ensure that secretaries, teaching assistants, cafeteria workers, and custodians are involved in our programs on campus.

All staff members have a voice on our campus. Most staff members serve on a committee or have access to input through frequent campus ballots/surveys. We communicate with our staff through weekly newsletters from Mrs. Byrd, as well as through staff meetings and PLC meetings. Our administrators have an open door policy where all staff members are encouraged to speak up about any concerns they have on campus. Communication systems were implemented on a more frequent basis to ensure all parties are informed of all activities.

Our PTO has areas in which it is trying to improve upon. Our school will continue to have PTO programs that involve students and bring in families.

Our staff is very comfortable using technology. Our district provides numerous sessions of technology staff development. All WSISD employees have a district issued device. All employees that require the use of a computer for their daily job duties, have access to their own district laptop computer. All campus are equipped with iPad's and/or computers for student use. 100% of our certified homeroom staff have SMART boards in their classrooms. All 2nd- 5th grade students have laptops and 1st grade students have iPads. Our technology instructional coach is on campus 1-2 days each week to provide support on integrating technology into Tier 1 instruction.

Strengths

Our district has many strengths in staff quality, recruitment, and retention. We have a central office staff in place for instructional improvement. This includes an Assistant Superintendent of Instruction, three directors of instruction, several instructional coaches, and an instructional technology staff that has implemented a strategic, systematic, ongoing program of professional development for all WSISD employees. We receive support in research based best instructional practices and also in instructional technology programs. The immediate support and training we have access to is phenomenal. We also have a highly qualified staff and a mentoring program for new teachers.

Being able to take teachers to the PLC, TCEA, TIA, MTSS, LEP, Dyslexia, and guided reading trainings have built the capacity of our teachers to be instructional leaders.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.	Behavior expectations have not been consistently implemented/taught/modeled across the campus.

★ = Priority

Perceptions

Summary

In everything we do, we foster and communicate the importance of our school/parent partnerships. We reach out to families by improving our communication systems. Our marquee, newsletters, Parentsquare, Facebook, memos, fliers, parent contact, etc. have more more frequent and detailed information.

More parent involvement activities have been planned through our Family STEAM Night, Fall Festival, Academic Parent Nights and/or conferences, Multicultural Festival, and our monthly PTO meetings that include student and family centered activities.

Strengths

Our strengths include our multiple forms of communication, increased parent involvement, and community outreach.

Back to School Night, Open House, PTO meetings and grade level programs, Open house, Family STEAM Night, Fall Festival, Book Fairs, Parent Academic Nights, Multi-cultural Day, etc. are used to invite families into our school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.	Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.
2 ★	Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.	Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.
3 ★	Based on state and national school safety issues. Parents have articulated concerns about school safety.	Increased school safety issues across the nation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math.	Teachers need to plan to the depth of the standards in Tier 1.
2 ★	Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.	Behavior expectations have not been consistently implemented/taught/modeled across the campus.
3 ★	According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.	Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.
4 ★	Assessment data shows students are low performing with informational text standards.	Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.
5 ★	STAAR data and i-Ready data from 25-26 show a percentage of students are not performing on grade level in the areas of math and reading.	Students are lacking foundational skills in reading and math.
6 ★	STAAR data shows 3rd and 5th graders are not making expected growth in math instruction	Students are lacking foundational math skills and number sense.

7 ★	We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics	An increase in community growth is affecting the percentage of economically disadvantage students.
8 ★	Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.	Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.
9 ★	Based on state and national school safety issues. Parents have articulated concerns about school safety.	Increased school safety issues across the nation.

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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

- ☑ **District goals**
- ☑ **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**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR released test questions**
- ☑ **Local diagnostic reading assessment data**
- ☑ **Local benchmark or common assessments data**
- ☑ **Running Records results**
- ☑ **Observation Survey results**

Student Data: Student Groups

- ☑ **Male / Female performance, progress, and participation data**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **Section 504 data**

- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

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

Goals

Goal 1

Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1 ☑ High Priority

Reading and Math STAAR scores will increase by 5% across all student groups and scoring categories by using 100% of Tier 1, 2 and 3 instructional strategies.

Evaluation Data Source: CBA, Benchmarks, STAAR

Strategy 1

Provide additional resources and training for Tier 1, Tier 2, and Tier 3 instruction and intervention by utilizing federal funds to facilitate academic improvement for students and accelerated instruction. Interventions will be focused on filling in learning gaps in reading and math.

Strategy's Expected Result/Impact: Increase in STAAR scores by 5% in all student groups.

Staff Responsible for Monitoring: Teachers, Administrators

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Title I Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/ Emotional/Behavior/Academics	An increase in community growth is affecting the percentage of economically disadvantage students.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR data shows our students meets/ masters percentages are lower than the desired outcome in Reading and Math.	Teachers need to plan to the depth of the standards in Tier 1.

Performance Objective 2 ☑ High Priority

Maintain at least one year's growth for students who are meeting and mastering grade level concepts

Evaluation Data Source: CBA, Benchmark, STAAR data

Strategy 1

Intentional planning and interventions will be planned during weekly PLC meetings to ensure that students who are at or above expected grade level continue to grow academically.

Strategy's Expected Result/Impact: Analysis and tracking of individual students by standards
Utilize data to drive Tier 1 instruction

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Problem Statements: Student Learning 2

Funding Sources: Title I Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Assessment data shows students are low performing with informational text standards.	Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Performance Objective 3 ☑ High Priority

iReady will be given in 1st-5th to all students in Reading and Math.

Evaluation Data Source: iReady

Strategy 1

Teachers will collaborate with administrators and the Instructional Coach to utilize and help design appropriate instruction based on the iReady data to ensure at least one years growth in reading and math.

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

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches

Problem Statements: Student Learning 4

Funding Sources: Title I Funds,

Formative Reviews

October	December	February	April

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	STAAR data and i-Ready data from 25-26 show a percentage of students are not performing on grade level in the areas of math and reading.	Students are lacking foundational skills in reading and math.

Goal 2 Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1 ☑ High Priority

The North Elementary staff will foster a safe, nurturing, and collaborative environment 100% of the time.

Evaluation Data Source: Parent and Staff surveys, PBIS Rewards Referral data, Skyward Discipline Data

Strategy 1

Implement new discipline matrices that focus on behavior expectations in common areas around the school. The expectations will be taught/modeled consistently by all staff members.

Strategy's Expected Result/Impact: Decrease in negative behaviors in the common areas around the school.

Staff Responsible for Monitoring: Principal, administrative staff, and teachers.

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.	Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Performance Objective 2 ☑ High Priority

Plan opportunities for parent involvement by using Title 1 Parent Engagement funds

Strategy 1

Plan various school activities for parents to attend in order to support their child both academically and socially.

Strategy's Expected Result/Impact: Increase in student achievement and parent involvement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.	Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Goal 3

Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1 ✅ High Priority

Establish clear lines of communication and feedback by utilizing technology to create a safe environment.

Evaluation Data Source: Monthly safety drills documented and feedback given.

Strategy 1

Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students. Feedback will be provided to staff on how drills were executed and any changes that need to be made for future drills. Communication will be sent to parents to let them know that their student practiced the drill procedures when we have a drill.

Strategy's Expected Result/Impact: Increased awareness of what to do in case of an emergency

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Based on state and national school safety issues. Parents have articulated concerns about school safety.	Increased school safety issues across the nation.

Goal 4

Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1 ☑ High Priority

Develop a sustained professional development community by utilizing the skill set of administrators, teachers, and teacher leaders. This will be evaluated by increasing the teachers presenting during PLCs, faculty meetings and district PD sessions.

Evaluation Data Source: Increased performance of student assessment data.
Teacher Satisfaction Surveys at the end of the year.

Strategy 1

Meet weekly with grade levels in PLC meetings to discuss new strategies, resources, ideas. Teachers will attend professional development sessions/conferences and present their new learning to staff members.

Strategy's Expected Result/Impact: Building capacity among teachers.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 3

Funding Sources: Title I Funds,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	STAAR data shows 3rd and 5th graders are not making expected growth in math instruction	Students are lacking foundational math skills and number sense.

Goal 5 The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1 ☑ High Priority

Recruit and hire 100% highly qualified teachers for North Elementary as the need arises. The goal will be to hire teachers with experience, a passion for education and excellent recommendations.

Evaluation Data Source: Teacher effectiveness evaluated through the TTESS system.

Strategy 1

Utilize social media and teacher networking to recruit new, experienced teachers

Strategy's Expected Result/Impact: Through networking and engagement, teachers will want to join the North team

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.	Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Performance Objective 2 ☑ High Priority

North Elementary will work to meet our monthly attendance goal , 7 out of 9 months.

Evaluation Data Source: Absence Portal

Strategy 1

The administration will acknowledge staff and students with attendance incentives per each nine weeks.

Strategy's Expected Result/Impact: Staff incentives promote positive conversations about attendance

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.	Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

State Compensatory Education

State Compensatory

Budget for North Elementary

Total SCE Funds: $470,688.00

Total FTEs Funded by SCE: 9.27

Brief Description of SCE Services and/or Programs

Personnel for North Elementary

Name	Position	FTE
Amanda Harding	Paraprofessional	0.5
Amber Welch	Teacher	0.13
Amy Yates	Teacher	0.13
Blair Turner	Teacher	0.13
Brooke Wortham	Teacher	0.13
Carrise Reyes	Teacher	0.13
Chrystal Taylor	Teacher	0.13
Diana Crockett	Teacher	0.13
Donna Uranga	Teacher	0.13
Dulce Lujan	Teacher	0.13
Emily Lemons	Teacher	0.13
Haley Ward	Teacher	0.88
Heather Lee	Teacher	0.13
Heather Luse	Paraprofessional	0.5
Holly Thomas	Teacher	0.13
Jacqeulynn Olalde	Teacher	0.13
Jasmine Ybarra	Teacher	0.13
Jennifer Ferguson	Teacher	1
Kasha Fowler	Paraprofessional	0.5
Ladonna Stoker	Teacher	0.13

Lauren Patton	Teacher	0.13
Leutisha Mergerson-Hill	Paraprofessional	0.5
Lizbeth Garcia	Paraprofessional	0.25
Maria De Jesus Aguirre	Teacher	0.13
Megan Giacoma	Teacher	0.13
Minette Sosa	Teacher	0.13
Mireya Rabago	Teacher	0.13
Natalie Roach	Teacher	0.13
Oriana Pascual	Teacher	0.13
Rikki Feexico	Teacher	0.13
Rosa Sanchez	Paraprofessional	0.5
Sarahi Castillo Diaz	Teacher	0.13
Shannon Wilson	Teacher	0.13
Summer Thetford	Teacher	0.13
Susan Hammonds	Teacher	0.13
Taylor Ritcherson	Teacher	0.13
Winnie Eldridge	Instructional Coach	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Maria Hannah	Instructional Coach	Title I	0.5
Rebecca Marx	Teacher	Title I	0.9

Funding Summary

Funding Summary

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	2	1		--	$0.00
1	3	1		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00