

White Settlement Independent School District



West Early Learners Academy

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

Developing a passion to learn...discovering purpose for tomorrow

Value Statement

- 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.

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Comprehensive Needs Assessment

Demographics

Summary

West Early Learners Academy serves approximately 755 students who reside in White Settlement, Texas. Currently, about 26 students who qualify participate in Early Childhood Special Education programs, about 254 students who qualify participate in a full-day Pre-Kindergarten program, and about 475 are enrolled in Kindergarten.

The demographic make-up of West Early Learners Academy is 51% Hispanic, 26% White, 15% African American, 6% Two or More Races, 2% Asian. Approximately 22% of our students are being served by Special Education programs. Approximately 25% of students are Emergent Bilinguals and receive content-based support. Our Economically Disadvantaged population is approximately 66%.

Strengths

West Early Learners Academy is a growing campus that continues to become more diverse. We work with all families to celebrate our diversity and to increase family involvement both academically and socially.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.	Community growth and mobility are affecting the percentage of economically disadvantaged.

★ = Priority

Student Learning

Summary

West Early Learners Academy uses a variety of instruments to gauge student achievement including iReady, assessments from the Children's Learning Institute including the Kindergarten Progress Monitoring assessment and the PreKindergarten Progress Monitoring assessment, and standards based report card checklists.

The following data from iReady Reading and Math exemplify our strengths and weaknesses as a campus.

iReady Reading Data	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two or More Grade Levels Below
Beginning of Year (25-26)	6%	23%	71%	-
End of Year (25-26)	41%	29%	30%	-

iReady Math Data	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two or More Grade Levels Below
Beginning of Year (25-26)	7%	11%	82%	-
End of Year (25-26)	46%	21%	33%	-

Strengths

The number of kindergarten students reading on grade level at the end of the year was 76%, an increase from 72.49% at the end of the year in 2025. The number of kindergarten students on grade level in math was 67%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.	A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

★ = Priority

School Processes & Programs

Summary

WSISD provides many opportunities for professional development of staff. Collaboration through PLCs and other professional development opportunities allow us to develop all teachers. West Early Learners Academy teachers are Highly Qualified. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

West ELA is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of High Quality Instructional Materials and strategies. PLCs are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom.

West ELA has created an instructional schedule that allows for better utilization of personnel. Each grade level has dedicated Special Education teachers as well as teaching assistants that are dedicated to help meet students' needs.

Strengths

Professional Development and Staff Excellence

- Teacher/Employee of the Month Program to recognize Staff excellence
- Administration sends out weekly email to staff with updates and communication.
- Staff meets weekly for faculty meetings focusing on professional development, staff recognition, and culture building activities.
- Teachers meet once weekly during conference for grade level/pod PLCs.
- District Instructional Walks are scheduled monthly to monitor classroom instruction and provide feedback

Communication with Families

- Teachers communicate daily with parents via take-home folders/behavior calendars as well as Parent Square.
- Campus sends out weekly family newsletter.

School Wide System for Student Recognition

- Teachers recognize students who demonstrate the Core 4 using punch cards for the Trolley Cart and Tickets to Slide.
- Teachers recognize students for academic strengths like the 100 Club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.	Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

★ = Priority

Perceptions

Summary

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved. Strong communication is needed in order to foster this relationship.

It is the goal of West ELA to build a strong academic and SEL foundation for all students so they can transition successfully to the next level.

Strengths

We are working to build partnerships with our parents, staff and community members. We plan to hold several after school events to host our parents as well as many opportunities for community involvement throughout the year. We will share communication and student success through weekly campus newsletters and our social media outlets. Teachers communicate using Parent Square to increase two-way communication with families. Students also receive a daily take home folder with communication.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.	Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

2
★

Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

3
★

We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

4
★

A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.

Community growth and mobility are affecting the percentage of economically disadvantaged.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Other PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

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

Performance Objective 1 High Priority

78% of students will read on grade level by the end of kindergarten.

Evaluation Data Source: iReady

Strategy 1

All students will receive Tier 1 instruction that includes the use of High Quality Instructional Materials and district initiatives.

Strategy's Expected Result/Impact: Growth on all state and district screeners.

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: Student Learning 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

December

February

April

Strategy 2

All students will receive a balanced literacy program including phonological awareness, explicit phonics instruction, and guided reading.

Strategy's Expected Result/Impact: Growth on all state and district screeners.

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: Student Learning 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

OctoberDecemberFebruaryApril

Performance Objective 1 Problem Statements Identifying Student Learning

Problem StatementRoot Cause

1

Roughly 30% of students are leaving kindergarten not reading on at or above grade level expectations.

A growing number of students lack phonological awareness skills and the ability to apply phonetic skills learned in order to read on grade level.

Performance Objective 2 High Priority

70% of students will score on grade level in Numeracy.

Evaluation Data Source: iReady

Strategy 1

Campus administrators will ensure Tier 1 instructional strategies are aligned with district best practices by providing professional development and monitoring through instructional walks.

Strategy's Expected Result/Impact: Increased student learning as seen on state and district screeners.

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Title II Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

OctoberDecemberFebruaryApril

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 2

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

Performance Objective 1 High Priority

West ELA staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

Evaluation Data Source: Parent & Staff Surveys

Strategy 1

Consistently implement PBIS systems focusing on behavior expectations in common areas such as hallways, cafeteria, restrooms, etc.

Strategy's Expected Result/Impact: Improved behavior in all common areas.

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: Demographics 1

Formative Reviews

October

December

February

April

Strategy 2

Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students.

Strategy's Expected Result/Impact: Fidelity of student and staff awareness and responsibilities during emergencies.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1

Formative Reviews

October

December

February

April

Strategy 3

Create multiple opportunities throughout the year for family/community involvement through programs, curriculum night, and math/reading nights.

Strategy's Expected Result/Impact: Increased community & parent involvement.
Positive parent surveys

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October

December

February

April

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A growing number of our students are economically disadvantaged and have increasing needs in the areas of academics, social and emotional skills, and behavior management.	Community growth and mobility are affecting the percentage of economically disadvantaged.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.	Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Goal 3

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

Performance Objective 1 High Priority

Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

Evaluation Data Source: Student attendance

Strategy 1

Montly attendance incentives as well as parent communication through Skylert and social media on the importance of attendance.

Strategy's Expected Result/Impact: Attendance average of 96%

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: Perceptions 1

Formative Reviews

October

December

February

April

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

We are working to increase communication between families and the school along with between families and individual teachers using a variety of methods.

Various communication preferences from families bring challenges to provide timely, clear, and concise communication from both the school and the teachers.

Performance Objective 2

100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2025-2026 school year.

Strategy 1

Continuous evaluation of staff assignments and schedules will determine the most effective use for each person to meet student needs.

Strategy's Expected Result/Impact: Increased Student Achievement

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

Formative Reviews

OctoberDecemberFebruaryApril

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem StatementRoot Cause

1

We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.

Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 4

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

Performance Objective 1

100% of staff development will be linked to West ELA's campus plan, campus needs assessment and district goals.

Evaluation Data Source: T-TESS, Walkthroughs, Student data/progress

Strategy 1

Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.

Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Title II Funds,

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

Formative Reviews

October

December

February

April

Strategy 2

Use classroom observations & campus instructional walk-throughs to monitor implementation of district and campus initiatives and student learning. Utilize qualified teachers and Instructional Coach to lead professional to address areas of need.

Strategy's Expected Result/Impact: Tier 1 instruction includes best practices and district initiatives. Students will show progress on screeners and formative and summative data.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: Title II Funds,

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.	Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.

Goal 5

Recruit, develop, and retain qualified, certified and effective personnel.

Performance Objective 1

 High Priority

100% of West ELA teachers are highly qualified and ESL certified.

Evaluation Data Source: Teacher Certifications

Strategy 1

Utilize the Hiring system to identify qualified applicants.

Strategy's Expected Result/Impact: 100% of West ELA teachers are highly qualified and ESL certified.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

October

December

February

April

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We continue to work to improve Tier 1 instruction for students through timely, high quality, relevant professional development as well as coaching and feedback through TTESS, instructional walks, and peer modeling.	Teachers are coming from different campuses and experiences, so we are working on collaboration and alignment across our pods, grade levels, and campus.



State Compensatory Education

State Compensatory

Budget for West Early Learners Academy

Total SCE Funds: \$523,317.00

Total FTEs Funded by SCE: 8.149

Brief Description of SCE Services and/or Programs

Personnel for West Early Learners Academy

Name	Position	FTE
Adrienne Gribble	Teacher	0.5
Anastasia Valles	Teacher	0.5
Cynthia Orta	Teacher	0.5
Hannah Palacios	Teacher	0.5
Jenna Wiggins	Teacher	0.5
Jennifer Colquitt	Paraprofessional	1
Jocelyn Gonzalez	Teacher	0.5
Julia Flores	Teacher	0.5
Kendra Benedict	Teacher	0.073
Lilyanna Carrillo Diaz	Teacher	0.5
Melissa Estes	Teacher	0.076
Minerva Garcia	Teacher	0.5
Precious Devall	Paraprofessional	1
Selene Ruiz	Paraprofessional	0.5
Sully Martinez	Teacher	0.5
Tatiana Plaza Barreto	Teacher	0.5



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Courtney Tharp	Prekindergarten Teacher	Title I	0.9
Melissa Estes	Prekindergarten Teacher	Title I	0.9



Funding Summary

Funding Summary

Title II Funds

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