

White Settlement Independent School District

North Elementary

2025-2026 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

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

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.

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

Student Learning

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).

DOMAIN I- SCHOOL ACHIEVEMENT											
						Student Achievement 2023		Student Achievement 2024		Student Achievement 2025	
						Overall 2023		Overall 2024		Overall 2025	
District/Campus Name						Rating	Score	Rating	Score	Rating	Score
WHITE SETTLEMENT ISD						C	72	C	72	C	73
NORTH EL						B	88	A	92	B	80

2025														
	Reading/ELA					Mathematics					Science			
	Total Students	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	Total Tests	Approaches	Meets	Masters	
All Students	Grades 3-12	4,255	73%	50%	18%	3,565	65%	33%	12%	1,502	77%	41%	12%	9
North Elementary	505	487	82%	58%	25%	489	74%	49%	21%	171	77%	34%	11%	

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	62	37	15	38
North	67	42	18	33
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	55	19	0	45
North	67	24	0	33
STAAR Alternate - Mathematics Standard	Satisfactory	Satisfactory	Accomplished	Developing
3rd Grade Percentage	86	86	14	0
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	64	44	23	36
North	80	62	31	20
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	77	30	13	23
North	70	35	15	30
STAAR Alternate - Mathematics Standard	Satisfactory	Satisfactory	Accomplished	Developing
4th Grade Percentage	90	90	90	10
STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	35	15	35
North	69	39	18	31
STAAR Spanish - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	81	43	19	19
North	85	46	15	15
STAAR Alternate - Mathematics Standard	Satisfactory	Satisfactory	Accomplished	Developing
5th Grade Percentage	100	100	14	0

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	73	49	19	27
North	78	54	22	22
STAAR Spanish - Reading	Approaches	Meets	Masters	Did Not Meet
3rd Grade Percentage	64	34	9	36
North	71	38	0	29
STAAR Alternate - Reading Standard	Satisfactory	Satisfactory	Accomplished	Developing
3rd Grade Percentage	100	100	43	0
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	78	47	18	22
North	85	56	25	15
STAAR Spanish - Reading	Approaches	Meets	Masters	Did Not Meet
4th Grade Percentage	74	43	15	26
North	80	45	15	20
STAAR Alternate - Reading Standard	Satisfactory	Satisfactory	Accomplished	Developing
4h Grade Percentage	90	90	40	10
Goal 2026				
STAAR - RLA Standard	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	74	53	23	26
North	77	58	28	23
STAAR Spanish - Reading	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	91	64	27	9
North	92	62	15	8
STAAR Alternate - Reading Standard	Satisfactory	Satisfactory	Accomplished	Developing
5th Grade Percentage	100	100	29	0
STAAR - Science	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	65	25	9	35

STAAR - Mathematics Standard	Approaches	Meets	Masters	Did Not Meet
North	74	33	10	26
STAAR Spanish - Science	Approaches	Meets	Masters	Did Not Meet
5th Grade Percentage	68	23	9	32
North	77	15	0	23
STAAR Alternate - Science Standard	Satisfactory	Satisfactory	Accomplished	Developing
5th Grade Percentage	100	100	29	0

Student Learning 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 1 (Prioritized): STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math.

Root Cause: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 2 (Prioritized): Assessment data shows students are low performing with informational text standards.

Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 3 (Prioritized): STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause: Students are lacking foundational math skills and number sense.

Problem Statement 4 (Prioritized): STAAR data and DRA data from 24-25 show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause: Students are lacking foundational skills in reading and math.

School Processes & Programs

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.

School Processes & Programs 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 1 (Prioritized): 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.

Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Perceptions

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.

Perceptions 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 1 (Prioritized): 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.

Root Cause: 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.

Problem Statement 2 (Prioritized): Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.

Root Cause: 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.

Problem Statement 3 (Prioritized): Based on state and national school safety issues. Parents have articulated concerns about school safety.

Root Cause: Increased school safety issues across the nation.

Priority Problem Statements

Problem Statement 1: STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math.

Root Cause 1: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 1 Areas: Student Learning

Problem Statement 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.

Root Cause 2: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 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.

Root Cause 3: 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.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Assessment data shows students are low performing with informational text standards.

Root Cause 4: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR data and DRA data from 24-25 show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause 5: Students are lacking foundational skills in reading and math.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause 6: Students are lacking foundational math skills and number sense.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics

Root Cause 7: An increase in community growth is affecting the percentage of economically disadvantage students.

Problem Statement 7 Areas: Demographics

Problem Statement 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%.

Root Cause 8: 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.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Based on state and national school safety issues. Parents have articulated concerns about school safety.

Root Cause 9: Increased school safety issues across the nation.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals


Revised/Approved: August 1, 2025





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: 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.

High Priority

Evaluation Data Sources: CBA, Benchmarks, STAAR

Strategy 1 Details		Reviews			
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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning

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






Problem Statement 3: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction **Root Cause:** Students are lacking foundational math skills and number sense.

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

High Priority

Evaluation Data Sources: CBA, Benchmark, STAAR data

Strategy 1 Details		Reviews			
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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 1: STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math. Root Cause: Teachers need to plan to the depth of the standards in Tier 1.
Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.
Problem Statement 3: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction Root Cause: Students are lacking foundational math skills and number sense.
Problem Statement 4: STAAR data and DRA data from 24-25 show a large percentage of students are not performing on grade level in the areas of math and reading. Root Cause: Students are lacking foundational skills in reading and math.

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

High Priority

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
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 1, 2, 3, 4	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:






Student Learning
Problem Statement 1: STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math. Root Cause: Teachers need to plan to the depth of the standards in Tier 1.
Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.
Problem Statement 3: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction Root Cause: Students are lacking foundational math skills and number sense.
Problem Statement 4: STAAR data and DRA data from 24-25 show a large percentage of students are not performing on grade level in the areas of math and reading. Root Cause: 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: The North Elementary staff will foster a safe, nurturing, and collaborative environment 100% of the time.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	Apr
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. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Subscription to PBIS Rewards - Campus General Fund - \$2,000	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics Root Cause: An increase in community growth is affecting the percentage of economically disadvantage students.
School Processes & Programs
Problem Statement 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. Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

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

Performance Objective 2: Plan opportunities for parent involvement by using Title 1 Parent Engagement funds

High Priority

Strategy 1 Details	Reviews			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:






Perceptions
Problem Statement 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. Root Cause: 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: Establish clear lines of communication and feedback by utilizing technology to create a safe environment.

High Priority

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

Strategy 1 Details		Reviews			
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 ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 1 Problem Statements:






Perceptions
Problem Statement 3: Based on state and national school safety issues. Parents have articulated concerns about school safety. Root Cause: 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: 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.

High Priority

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

Strategy 1 Details		Reviews			
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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1, 2, 3, 4		Formative			Summative
		Oct	Dec	Feb	Apr
		 Some Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 1: STAAR data shows our students meets/masters percentages are lower than the desired outcome in Reading and Math. Root Cause: Teachers need to plan to the depth of the standards in Tier 1.</p> <p>Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.</p> <p>Problem Statement 3: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction Root Cause: Students are lacking foundational math skills and number sense.</p> <p>Problem Statement 4: STAAR data and DRA data from 24-25 show a large percentage of students are not performing on grade level in the areas of math and reading. Root Cause: Students are lacking foundational skills in reading and math.</p>

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

Performance Objective 1: 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.

High Priority

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

Strategy 1 Details	Reviews			
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 ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	Apr
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: North Elementary will work to meet our monthly attendance goal , 7 out of 9 months.

High Priority
Evaluation Data Sources: Absence Portal

Strategy 1 Details	Reviews			
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			Summative
	Oct	Dec	Feb	Apr
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 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%. Root Cause: 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

Budget for North Elementary

Total SCE Funds: \$470,688.00

Total FTEs Funded by SCE: 10.92

Brief Description of SCE Services and/or Programs

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Personnel for North Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abby Tyler	Teacher	0.13
Adrian Romero, Jr	Teacher	0.13
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
Candyce Buescher	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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jacqueulynn Olalde	Teacher	0.13
Jacqueline Mejia	Paraprofessional	0.5
Jasmine Ybarra	Teacher	0.13
Jennifer Ferguson	Teacher	1
Juan Rodriguez Ruiz	Teacher	0.13
Kasandra Nuru	Teacher	0.13
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 Giacomia	Teacher	0.13
Minette Sosa	Teacher	0.13
Mireya Rabago	Teacher	0.13
Natalie Roach	Teacher	0.13
Oriana Pascual	Teacher	0.13
Payton Scarborough	Paraprofessional	0.5
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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Hannah	Instructional Coach	Title I	0.5
Rebecca Marx	Teacher	Title I	1.0

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Subscription to PBIS Rewards		\$2,000.00
Sub-Total					\$2,000.00