Ysleta Independent School District



North Star Elementary School

Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

North Star faculty and staff are committed and dedicated to serving our community by providing our students with ideal opportunities to cultivate their social, emotional, and academic development for their overall growth and success.

Vision

North Star Elementary will create a thriving school community where all individuals can excel and positively impact the world around them.

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Comprehensive Needs Assessment

Demographics

Summary

Our school is one of the 49 campuses within the Ysleta Independent School District, having opened its doors in 2004. We are committed to serving a diverse community, predominantly composed of economically disadvantaged families, and currently cater to 511 students from kindergarten through fifth grade.

The demographic composition of our student body is diverse, with 5.54% identifying as African-American, 8.12% as Anglo, 0.20% as Asian, and a significant 84.95% as Hispanic. Our gender distribution is 53.86% male and 46.14% female, with a notable 73.14% of our students coming from low socioeconomic backgrounds. Our dedicated staff reflects a similar diversity, with 1.67% African-American, 3.33% Anglo, and 95.00% Hispanic, and a gender distribution of 16.67% male and 83.33% female.

Our average daily attendance rate was 94.84% for our students in 2025-2026. Our campus personnel demonstrate an even higher attendance rate of 95.59%, reflecting their dedication and professionalism. Last year, we recorded 50 discipline referrals, which we continuously strive to reduce through positive behavior interventions and supports.

Our school is proud to support 78 English Language Learner students and 26 students in the Gifted and Talented program. Additionally, we provide 504 services to 25 students and have 34 students participating in the Response to Intervention (RTI) program. We are committed to inclusivity and support, as evidenced by the 110 students we serve through special education services, with 5% and 2% of students tested but not qualifying for these services.

Strengths

Our student attendance has seen a notable increase of 2.84% for the year to date. This improvement reflects our concerted efforts to create an engaging and supportive learning environment that encourages students to attend school regularly. By fostering a culture of commitment and enthusiasm for learning, we are ensuring that our students are present and ready to take full advantage of the educational opportunities available to them.

Our faculty attendance stands at an impressive 95.59%, demonstrating the dedication and professionalism of our teaching staff. This high level of attendance is indicative of our faculty's commitment to providing consistent and high-quality education to our students. Their presence and reliability are crucial in maintaining the continuity of instruction and supporting student success.

Our school has seen a significant decrease in the number of discipline referrals, which is a testament to the effectiveness of our positive behavior interventions and support systems. This reduction indicates that our students are increasingly engaging in respectful and responsible behavior, contributing to a more harmonious and conducive learning environment. By fostering a culture of mutual respect and accountability, we are not only enhancing the educational experience but also preparing our students to be conscientious members of society.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Year-to-date attendance rate continues to be below the state expected rate of 97%.	The campus's YTD attendance rate is impacted by inconsistent two-way communication between families and the school, a need for increased clarity and consistency in communicating attendance protocols and expectations, and absences associated with military orders and family obligations.

★ = Priority

Student Learning

Summary

In the academic year 2025-2026, our school achieved an accountability grade of 83, which corresponds to a B rating. This reflects a solid performance overall, yet it also highlights areas where we must focus our efforts to ensure continued improvement and success for all students.

Notably, there was a decrease in growth for our 4th and 5th-grade students in the STAAR Reading Language Arts (RLA) and Math assessments, with growth rates declining to 69%. This indicates a need to reassess our instructional strategies and support systems to better meet the needs of our students in these critical areas.

Furthermore, the percentage of students achieving the 'Meets' standard decreased among our sub-population groups, specifically emergent bilinguals and students in special education. This trend is concerning and underscores the importance of tailoring our educational approaches to support these groups more effectively, ensuring they have equitable opportunities to succeed.

Additionally, the growth rate for our emergent bilingual students in the Texas English Language Proficiency Assessment System (TELPAS) decreased to 33%. This decline suggests that we need to enhance our language acquisition programs and provide more targeted interventions to support our bilingual students in developing their English language proficiency.

Strengths

Our fourth-grade students have demonstrated exceptional progress in both mathematics and reading language arts (RLA) as evidenced by their performance on the STAAR assessments. This remarkable growth is a testament to the dedication of our teachers and the hard work of our students, who have embraced the challenges of the curriculum and excelled beyond expectations.

Similarly, our fifth-grade students have shown significant improvement in reading language arts, achieving a high growth rate on the STAAR assessments. This achievement highlights the effectiveness of our instructional strategies and the supportive learning environment we strive to provide, ensuring that each student can reach their full potential.

Moreover, we are proud to report that students who achieved the "meets" standard overall have successfully maintained their performance levels. This consistency underscores our commitment to sustaining academic excellence and providing continuous support to help our students thrive academically.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.
2 ★	Year-to-date attendance rate continues to be below the state expected rate of 97%.	The campus's YTD attendance rate is impacted by inconsistent two-way communication between families and the school, a need for increased clarity and consistency in communicating attendance protocols and expectations, and absences associated with military orders and family obligations.

★ = Priority

School Processes & Programs

Summary

Our commitment to high-quality instructional materials is evident in their seamless integration into our curriculum. These materials are carefully selected to align with educational standards and are designed to enhance student learning outcomes. By providing our teachers with these resources, we ensure that they have the tools necessary to deliver effective and engaging instruction.

The Comprehensive Needs Assessment (CNA) process is a cornerstone of our continuous improvement efforts, and it actively incorporates teacher feedback. By valuing and utilizing the insights and experiences of our educators, we can identify areas of strength and opportunities for growth. This collaborative approach ensures that our strategies are informed by those who are directly involved in the teaching and learning process.

Our master schedule is thoughtfully designed to prioritize both Tier 1 instruction and intervention opportunities. This reflects our dedication to meeting the diverse needs of all students by providing a strong foundation of core instruction while also offering targeted support for those who require additional assistance. By structuring our schedule in this way, we maximize instructional time and promote student success.

The guiding coalition plays a pivotal role in supporting our Professional Learning Communities (PLCs). This group of dedicated leaders works collaboratively to foster a culture of continuous learning and improvement among our staff. By guiding and supporting PLTs, the coalition ensures that our educators have the opportunity to engage in meaningful professional development, share best practices, and collaboratively address challenges to enhance student achievement.

Strengths

Our school places a strong emphasis on communication, ensuring that all stakeholders are well-informed and engaged. We maintain open lines of communication with our staff through a weekly t-memo, which provides timely updates and important information. Additionally, our monthly newsletter and calendar are shared with parents to keep them informed about school events, initiatives, and important dates. We also utilize Class Dojo and social media platforms to share updates and celebrate achievements, fostering a sense of community and transparency.

Our teaching staff is one of our greatest assets, comprised of highly effective educators who possess a wealth of content knowledge. Their expertise not only enhances the learning experience for our students but also contributes to a collaborative and dynamic educational environment. Our teachers are committed to continuous professional development, ensuring they remain at the forefront of educational best practices and are equipped to meet the diverse needs of our student body.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.
2 ★	Year-to-date attendance rate continues to be below the state expected rate of 97%.	The campus's YTD attendance rate is impacted by inconsistent two-way communication between families and the school, a need for increased clarity and consistency in communicating attendance protocols and expectations, and absences associated with military orders and family obligations.
3 ★	Employee survey results indicate that staff perceive communication with campus administration as an area needing improvement.	Information may not always be communicated clearly regarding decisions, expectations, and next steps.

★ = Priority

Perceptions

Summary

Our school is proud to maintain a low turnover rate among our staff, which is a testament to the supportive and positive work environment we have cultivated. This stability allows our educators to build strong, lasting relationships with students and colleagues, fostering a cohesive and collaborative community that enhances the educational experience for everyone involved. Employee survey rate has stayed above 4.0.

We are honored to be recognized as a source of pride in the Northeast, reflecting our commitment to excellence in education and community engagement. This distinction highlights our dedication to providing high-quality learning opportunities and our role as a leader in educational innovation and achievement within the region. We have a dedicated group of volunteers to support the campus in daily activities and special events. Parent survey rate was above a 4.0.

Strengths

Our school is fortunate to have a dedicated group of volunteers who consistently contribute their time and energy to support our educational programs and extracurricular activities. Their commitment not only enhances the learning environment but also fosters a sense of community and belonging among students, staff, and families. These volunteers play a crucial role in organizing events, assisting in classrooms, and providing additional resources that enrich the educational experience for all students.

We are proud to report high survey data from both employees and parents, reflecting a strong sense of satisfaction and trust in our school's operations and educational offerings. This positive feedback is a testament to the hard work and dedication of our staff, who strive to create a supportive and effective learning environment. It also highlights the successful communication and collaboration between the school and families, ensuring that we meet the needs and expectations of our community.

Family engagement events are a cornerstone of our school's approach to building strong partnerships with parents and guardians. These events provide valuable opportunities for families to connect with teachers, participate in their children's education, and engage with the school community. By fostering these connections, we create a supportive network that enhances student success and strengthens the overall educational experience.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Employee survey results indicate that staff perceive communication with campus administration as an area needing improvement.	Information may not always be communicated clearly regarding decisions, expectations, and next steps.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Year-to-date attendance rate continues to be below the state expected rate of 97%.	The campus's YTD attendance rate is impacted by inconsistent two-way communication between families and the school, a need for increased clarity and consistency in communicating attendance protocols and expectations, and absences associated with military orders and family obligations.
2 ★	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.
3 ★	Employee survey results indicate that staff perceive communication with campus administration as an area needing improvement.	Information may not always be communicated clearly regarding decisions, expectations, and next steps.

★ = 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] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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 benchmark or common assessments data**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [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] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

- [x] **Technology and resource allocation data**
- [x] **Focus Group(s) data**

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

All students will be provided targeted instructional support for growth during Tier 1, intervention, tutoring and intersession.

Strategy's Expected Result/Impact: Students will demonstrate growth on District screeners, checkpoints and in 3-5 STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Printshop Materials Title I, Part A, 211-11-6329-00-142-24-000-A, $2,000, SEE Tutor Title I, Part A, $15,080, Technology Title I, Part A, $2,732.5, Extra Duty - Planning/Extended Tutoring Title I, Part A, $4,000, Furniture/Equipment Title I, Part A, $500, Progress Learning K-5 RLA/Math Title I, Part A, $4,687.5, Awards Title I, Part A, $4,000, General supplies - folders, pencils, crayons, notebooks, erasers, whiteboards, dry erase markers, paper, construction paper, etc. Title I, Part A, 211-11-6399-00-142-24-000-A, $22,312

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

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

K-2 teachers will support all students in Tier 1 instruction, intervention and tutoring in target skills.

Strategy's Expected Result/Impact: K-2 students will be ready for reading by demonstrating success on AMIRA/mClass assessments.

Staff Responsible for Monitoring: Principa, Assistant Principal, RLA Instructional Coach, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 3

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.

Strategy 1

K-2 teachers will support students through targeted Tier 1 instruction, intervention and tutoring on target skills.

Strategy's Expected Result/Impact: K-2 students will be ready for math by demonstrating on grade level skills on EOY iReady.

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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 4

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

Strategy 1

All students will receive small group instruction based on target skills identified from CFAs, district checkpoints and interims and track progress.

Strategy's Expected Result/Impact: Two thirds of 3rd graders will achieve Meets Grade Level on STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 5

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

Strategy 1

All 4th and 5th students will receive small group instruction on larget skills identified from CFAs, district checkpoints, and interims and track progress.

Strategy's Expected Result/Impact: Two thirds of 4th and 5th graders will achieve growth on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, SEE Tutors

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 6

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

Strategy 1

Teachers will plan targeted, rigorous Tier 1 instruction through district PLT planning process to include common formative assessments and continuously monitor mastery of skills.

Strategy's Expected Result/Impact: The number of students achieving Meets Grade Level on STAAR will increase.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 7

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

Strategy 1

Summit usage and lessons will be provided for students through intervention and tutoring. Teachers will also incorporate TRTW, ELPS strategies during Tier 1.

Strategy's Expected Result/Impact: Increased number of EB students will achieve Meets Grade Level on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Interventionist, SEE Tutor, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 8

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

Strategy 1

SPED teachers will plan during grade level PLTs to incorporate specific accommodations and provide on grade level instruction support.

Strategy's Expected Result/Impact: Increased number of SPED students achieving Meets Grade Level on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, SPED Teachers, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not performing at high levels of meets and masters on STAAR assessments or demonstrating growth in some content and grade levels.	The lack of consistent student achievement and growth on STAAR assessments is primarily connected to inconsistent implementation of targeted interventions and a need for greater alignment and consistency in instructional practices across K-5.

Goal 2 Our People

Performance Objective 1

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

Create opportunities for teachers to share feedback, maintain communication between all personnel, and build culture of recognition for staff.

Strategy's Expected Result/Impact: Survey will demonstrate higher rating than previous year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Staff

Problem Statements: School Processes & Programs 3 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Employee survey results indicate that staff perceive communication with campus administration as an area needing improvement.	Information may not always be communicated clearly regarding decisions, expectations, and next steps.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Employee survey results indicate that staff perceive communication with campus administration as an area needing improvement.	Information may not always be communicated clearly regarding decisions, expectations, and next steps.

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Create opportunities for parents to share feedback throughout the year and maintain communication between campus personnel and families through Class Dojo, emails, phone calls, conferences.

Strategy's Expected Result/Impact: Survey results will demonstrate an increase in overall rating.

Staff Responsible for Monitoring: Principal, Assistant Principal, All campus personnel

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Counselor will work with other support staff and parents to identify engagement opportunities aside from parent/teacher conferences.

Strategy's Expected Result/Impact: Parents will be support their child's growth in partnership with campus personnel.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Funding Sources: Engagement Supploes Title I, Part A, $2,790, Engagement Hospitality Title I, Part A, $500

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

North Star will provide students extra-curricular opportunities such as robotics and UIL events.

Strategy's Expected Result/Impact: Student engagement will support campus culture of excellence.

Staff Responsible for Monitoring: Principal, Assistant Principal, Robotics Coach, UIL Coordinator

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

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

Monthly budget reports will be reviewed by principal and secretary to ensure that budget is being spent responsibly.

Strategy's Expected Result/Impact: All district protocol will be followed and budget will be balanced.

Staff Responsible for Monitoring: Principal, Secretary, CEIC

Title I: 2.5.2, 2.5.3

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

Formative Reviews

November	March	May

Performance Objective 2

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

Evaluation Data Source: Budget Reports, Audits

Strategy 1

All district financial protocols will be followed and monthly reviews of budget reports and cash handling procedures will occur.

Strategy's Expected Result/Impact: Campus will meet at district standards.

Staff Responsible for Monitoring: Principal, Secretary

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

Formative Reviews

November	March	May

Performance Objective 3

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

All drills and exercises will be completed according to district schedule and protocol followed to ensure Intruder Detection Audit expectations are met.

Strategy's Expected Result/Impact: Campus will provide a safe environment following all district and state protocols.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Staff

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

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for North Star Elementary School

Total SCE Funds: $325,654.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

Campus Name: North Star Elementary School Year: 2025-26

Below is the outline to describe the district/campus Comprehensive Needs Assessment process:

1. Establish CNA working groups

2. Identify stakeholders and send invitation or meeting notice to all stakeholders

a. All grade level teacher, support staff and leadership teams

3. CNA timeline: BOY, MOY, EOY

a. CNA Start: July 2025

b. CNA End/Due: May 2026

4. Conduct the CNA during multiple meetings to examine the following focus areas:

a. Demographics

b. School Culture and Climate

c. Staff Quality, Recruitment, Retention, and Professional Development

d. Curriculum, Instruction, and Assessment

e. Parent and Family Engagement

f. Student Achievement

g. Technology

h. College and Career Readiness

i. School Climate

j. School Safety & Security

5. Review and analyze data referenced in the campus or district profile or other data sources

a. Campus Benchmarks, District Benchmark, State STAAR testing

6. Identify problem statements and conduct a root cause analysis

7. Utilize CNA questions to guide the needs assessment process and record responses

8. Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for improvement, and perceptions

9. Draft a CNA summary to include in the Schoolwide Plan

10. Create an outline to document the CNA process that was conducted

11. Collect agenda, invitation, meeting minutes, sign-in sheet, and handouts to submit for meeting compliance requirement

1.2 Location for Evidence of Multiple Meetings Held

CEIC Meetings: August 20, 2025; November 13, 2025; February 26, 2026

Agendas/Minutes are located in CIP container for 2025-2026.

Meetings were held in Library

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

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

Previous principal discussed CIP in CEIC meetings and faculty meetings addressing campus strengths and needs. Evidence is uploaded in prior CIP container.

2.2 Stakeholders 1114(b)(2)

Previous principal held CEIC/parent meetings to review the plan and parent engagement documents. Evidence in prior container.

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

It's available on the campus website, reviewed at CEIC meetings, and district through this Plan4Learning platform.

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

Not applicable

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

Not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness

Documentation

Evidence of documentation can be found in formative and summative evaluations and in CEIC meeting agendas and meetings to include campus data review, budget review, instructional focus/goals and programs/initiatives.