Ysleta Independent School District

North Loop International School

Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

North Loop's Faculty and Staff are committed to ensure that all students reach their maximum potential in academics, develop a strong sense of integrity, and learn the life-skills needed to become successful citizens in their community.

Vision

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

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Comprehensive Needs Assessment

Demographics

Summary

North Loop International School serves a diverse elementary student population with a wide range of academic, linguistic, socioeconomic, and instructional needs. The campus community includes students from varied cultural and linguistic backgrounds, including emergent bilingual students and students receiving special education, Section 504, dyslexia, intervention, and other specialized services. Student needs are monitored through demographic, attendance, academic, behavioral, and program participation data.

Attendance continues to be an important demographic and engagement indicator for the campus. Although NLIS has demonstrated improvement in attendance and was recognized for significant attendance growth during the previous school year, inconsistent daily attendance, tardiness, and early checkouts continue to create barriers to consistent instructional access for some students.

The campus will continue to disaggregate data by student groups to identify achievement gaps, monitor equitable access to interventions and enrichment opportunities, and ensure that resources are directed toward students with the greatest academic and attendance needs.

Strengths

- NLIS serves a diverse student population and provides programs and services designed to meet a variety of student needs.
- The campus has demonstrated improvement in attendance and has developed a strong campus-wide focus on improving daily attendance.
- NLIS uses student demographic and program data to identify students requiring additional academic, attendance, behavioral, or social-emotional support.
- The campus provides access to interventions, tutoring, small-group instruction, enrichment, and extracurricular opportunities.
- Staff demonstrate a strong commitment to ensuring that all students have access to high-quality instruction and appropriate support.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Inconsistent attendance, tardiness, and early checkouts continue to reduce instructional time for some students and may negatively affect academic growth and student achievement.	A combination of family schedules, transportation and attendance barriers, student engagement, and inconsistent understanding of the relationship between daily attendance, instructional time, and academic success contributes to missed instructional opportunities.

★ = Priority

Student Learning

Summary

NLIS analyzes multiple sources of student learning data to monitor achievement and growth and to identify students requiring additional support. Data sources include STAAR and other state assessment results, i-Ready assessment data, common formative assessments, classroom grades, intervention data, TELPAS/TELPAS Growth information, MTSS/RTI data, tutoring participation, and other campus and district assessments.

The campus has experienced notable areas of success, including strong growth demonstrated through i-Ready assessments and recognition for student achievement and growth. NLIS also continues to provide targeted interventions, Jaguar University/tutorial opportunities, small-group instruction, and collaborative data analysis through Professional Learning Teams.

At the same time, achievement data indicate the continued need to strengthen Tier I instruction, close achievement gaps among identified student groups, increase the percentage of students meeting or exceeding grade-level expectations, and ensure that interventions are targeted, timely, and monitored for effectiveness.

Strengths

- i-Ready data demonstrate evidence of student growth, including recognition of the campus for strong midyear growth.
- Students have demonstrated success in academic competitions and extracurricular programs, including robotics, esports, French, band, and creative writing.
- Teachers use formative assessment and student work to identify instructional needs.
- Professional Learning Teams provide opportunities for collaborative data analysis and instructional planning.
- The campus provides targeted intervention through small groups, tutoring, Jaguar University, and other academic support systems.
- Staff are increasingly using multiple data points rather than relying on a single assessment to identify student needs.
- NLIS has established a culture of continuous improvement through Learning Walks/Instructional Rounds, coaching, and collaborative planning.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although students demonstrate academic growth, achievement data indicate that additional targeted support is needed to ensure that all students, particularly students who are at risk of not meeting grade-level expectations, demonstrate sufficient growth and achievement in reading and mathematics.	Variability in Tier I instructional practices, differentiation, targeted intervention, and consistent use of assessment data to plan instruction contributes to differences in student achievement and growth.
2	Student achievement and growth remain inconsistent among student groups, indicating a continued need to monitor and address achievement gaps through targeted, evidence-based interventions.	Differences in students' instructional, linguistic, attendance, and intervention needs require more consistent differentiation, progress monitoring, and adjustment of instructional strategies.

★ = Priority

School Processes & Programs

Summary

NLIS has established systems designed to support student achievement, including Professional Learning Teams, Learning Walks/ Instructional Rounds, MTSS/RTI processes, intervention groups, tutoring, instructional coaching, collaborative planning, data analysis, and campus leadership structures.

The campus continues to strengthen alignment among curriculum, instruction, assessment, intervention, and professional learning. Administrators and instructional support staff monitor classroom instruction and provide feedback to teachers through Learning Walks, TTESS observations, coaching, and collaborative planning.

NLIS also provides multiple enrichment and engagement opportunities, including robotics, esports, band, French, creative writing, and other extracurricular activities. These programs contribute to student engagement, school pride, and a well-rounded educational experience.

Strengths

- Established Professional Learning Teams support collaborative planning and data analysis.
- Learning Walks and Instructional Rounds provide opportunities to monitor instructional practices and student learning.
- Instructional coaching is used to support teacher development and instructional improvement.
- MTSS/RTI structures provide a framework for identifying and supporting students requiring additional intervention.
- Jaguar University and tutoring provide additional instructional time for identified students.
- Campus leadership regularly communicates expectations and monitors implementation of campus initiatives.
- NLIS provides a broad range of extracurricular and enrichment opportunities.
- The campus maintains a strong culture of continuous improvement and teamwork.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Although NLIS has established multiple systems for instructional support and intervention, implementation and monitoring of instructional and intervention practices are not yet fully consistent across classrooms and grade levels.	Variability in implementation, documentation, progress monitoring, and follow-through requires continued professional learning, coaching, collaborative planning, and administrative monitoring.

★ = Priority

Perceptions

Summary

NLIS values strong relationships among students, staff, families, and the community and seeks to create a welcoming, inclusive, and academically focused school environment. Staff and families are provided opportunities to participate in campus activities, parent meetings, conferences, family engagement events, and the development and review of campus improvement priorities.

The campus has developed a strong culture around the Jaguar Family identity and the belief that **"One Team, One Mission, Every Child."** Family and community events, including Family Field Day, Literacy Night, Fall Festival, Grandparents Day, and other activities, provide opportunities to strengthen relationships between the campus and community.

Perception data and stakeholder feedback should continue to be used to identify barriers to engagement, improve communication, strengthen family participation, and ensure that students and families feel connected to NLIS.

Strengths

- Strong Jaguar Family identity and sense of campus community.
- Staff demonstrate commitment to student success and campus improvement.
- Multiple family engagement opportunities are provided throughout the year.
- Campus leadership communicates regularly with staff and families.
- Families are provided opportunities to participate in Title I and campus improvement activities.
- Students have numerous opportunities to participate in extracurricular and enrichment activities.
- The campus emphasizes teamwork, relationships, student success, and continuous improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While NLIS provides numerous opportunities for family and community engagement, participation is inconsistent among families, and additional efforts are needed to ensure that all families are informed, connected, and actively engaged in supporting student learning and attendance.	Family schedules, communication barriers, transportation, competing responsibilities, and differences in access to campus activities can limit participation.

★ = 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] **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**

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] **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 diagnostic reading assessment data**

- [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**

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] **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**

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS 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] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Core subjects will be supplemented with online software, technology to include student devices, supplemental workbooks, classroom libraries, and instructional materials

Strategy's Expected Result/Impact: Students will grow towards mastery of content according to data gathered from Benchmark/Unit assessments , Formative/Common assessments , Imagine Math assessment data , IReady , Istation Indicators of Progress (ISIP) assessment data, Progress Learning Data

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , Classroom Teacher(s) , Instructional Coaches , Principal

Funding Sources: Academic online software, supplemental workbooks, classroom libraries, and instructional materials Title I, Part A, $40,000

Formative Reviews

November	March	May

Strategy 2

During intersession and intervention block teachers and SEE Teachers will provide targeted, specific lessons to front load specific content concepts in core subjects.

Strategy's Expected Result/Impact: Closing of academic gaps throughout the instructional year as monitored through the following evaluation sources: Attendance Records , Formative/Common assessments

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Instructional Support Teacher , Interventionist , Part-time certified teacher , Principal

Formative Reviews

November	March	May

Strategy 3

GT Students will be provided with enriching instructional opportunities in the form of, but not limited to GT services, field trips, general supplies, software/technology, camps/competitions.

Strategy's Expected Result/Impact: Increase in mastery in math and reading assessments due to enrichment activities.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Instructional Coaches , Principal , GT Coordinator

Formative Reviews

November	March	May

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

Implement a systematic K-2 early literacy intervention and progress-monitoring process using iStation data, classroom formative assessments, phonics/phonemic awareness data, and teacher observations. Teachers will use PLTs to identify students requiring additional support and provide targeted small-group instruction, differentiated literacy activities, and intervention. Student progress will be reviewed regularly and instructional groups will be adjusted based on data.

Strategy's Expected Result/Impact: At least 50% of K-2 students will achieve Level 4 or higher on the EOY iStation assessment, with identified at-risk students demonstrating measurable growth throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, K-2 Teachers, Instructional Coaches, Reading Interventionists/Support Staff

Formative Reviews

November	March	May

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

Implement a data-driven K-2 mathematics intervention process using i-Ready diagnostic and progress-monitoring data. Teachers will provide targeted small-group instruction, differentiated math activities, and intervention based on identified skill gaps. PLTs will analyze student data and monitor the effectiveness of interventions throughout the year.

Strategy's Expected Result/Impact: At least 25% of K-2 students will achieve Level 4 or higher on the EOY i-Ready assessment, with students receiving intervention demonstrating documented academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, K-2 Teachers, Instructional Coaches, Math Interventionists/Support Staff

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

Strengthen Tier I instruction in Grade 3 through standards-aligned planning, data-driven small groups, frequent formative assessment, and targeted intervention. Teachers will identify priority TEKS and student learning gaps through common assessments and STAAR-aligned data analysis. Learning Walks and instructional coaching will monitor implementation of high-impact instructional practices.

Strategy's Expected Result/Impact: At least 67% of 3rd Grade students will achieve Meets Grade Level or higher on STAAR, with identified instructional gaps addressed through targeted intervention and progress monitoring.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade Teachers, Instructional Coaches

Formative Reviews

November	March	May

Performance Objective 5

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

Strategy 1

Establish a campus-wide student growth monitoring system using prior STAAR/EOC performance, current formative assessments, i-Ready data, and classroom evidence. PLTs will identify individual student growth targets and monitor progress throughout the year. Teachers will provide differentiated instruction, targeted intervention, and opportunities for students to demonstrate mastery of identified standards.

Strategy's Expected Result/Impact: At least 75% of students will demonstrate academic growth on STAAR/EOC, with progress toward individual student growth targets monitored throughout the school year.

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

Formative Reviews

November	March	May

Performance Objective 6

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

Strategy 1

Use multiple assessment measures to identify students who are approaching, but have not yet reached, grade-level performance. Teachers will provide targeted reteaching, intervention, small-group instruction, tutoring, and extended learning opportunities through programs such as Jaguar University. PLTs will regularly analyze assessment data and adjust instruction based on student performance.

Strategy's Expected Result/Impact: At least 50% of students will achieve Meets Grade Level or higher on STAAR/EOC examinations, with measurable progress demonstrated throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Intervention/Tutoring Staff

Formative Reviews

November	March	May

Performance Objective 7

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

Strategy 1

Provide targeted instructional support for Emergent Bilingual students through language-rich instruction, explicit academic vocabulary development, sheltered instructional strategies, differentiated small groups, and intentional integration of language and content objectives. EB student performance will be disaggregated during PLTs to identify specific academic and language needs.

Strategy's Expected Result/Impact: At least 33% of Emergent Bilingual students will achieve Meets Grade Level or higher on STAAR/EOC, while demonstrating progress toward identified academic and language-development goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, EB/ESL Coordinator or Specialist, Classroom Teachers, Instructional Coaches

Formative Reviews

November	March	May

Performance Objective 8

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

Strategy 1

Strengthen collaboration between general education and special education staff through co-planning, accommodations monitoring, standards-aligned IEP instruction, progress monitoring, and targeted intervention. SPED student performance will be reviewed regularly to identify instructional gaps and determine appropriate supports.

Strategy's Expected Result/Impact: At least 25% of SPED students will achieve Meets Grade Level or higher on STAAR/EOC, with students demonstrating documented progress toward their academic and IEP goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Coordinator/Case Managers, General Education Teachers, Special Education Teachers, Instructional Coaches

Formative Reviews

November	March	May

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

Strengthen employee engagement through consistent communication, recognition, collaborative decision-making, professional learning, leadership visibility, and opportunities for staff voice. Campus leadership will regularly gather staff feedback and use survey and informal feedback to identify areas for improvement.

Strategy's Expected Result/Impact: The campus will achieve an overall employee engagement score of 4.0 or higher out of 5.0, with improvement demonstrated in identified areas of concern.

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

Formative Reviews

November	March	May

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

Improve parent satisfaction through timely and consistent communication, responsive customer service, meaningful family engagement opportunities, and opportunities for parents to provide feedback. Survey results will be analyzed to identify trends and areas requiring improvement.

Strategy's Expected Result/Impact: The campus will achieve a parent satisfaction score of 4.0 or higher out of 5.0.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent/Family Engagement Coordinator, Campus Leadership Team

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

Provide a minimum of one meaningful family or community engagement opportunity each nine weeks focused on academics, student success, attendance, literacy, college/career readiness, health and wellness, or other identified campus needs. Activities will be offered in accessible formats and communicated through multiple platforms.

Strategy's Expected Result/Impact: NLIS will conduct at least four documented parent/family/community engagement activities during the school year, with participation documented and stakeholder feedback used to improve future events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Campus Leadership Team

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

Expand student access and participation in extracurricular and enrichment opportunities by actively recruiting students, communicating opportunities to families, removing participation barriers when possible, and monitoring participation by student group. Staff will promote academic, athletic, fine arts, leadership, service, and other student organizations.

Strategy's Expected Result/Impact: At least 50% of NLIS students will participate in at least one extracurricular, enrichment, leadership, athletic, fine arts, or volunteer activity during the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Activity Sponsors, Coaches, Fine Arts Teachers, Teachers, Counselor

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

Campus leadership will monitor expenditures throughout the year, maintain accurate budget records, prioritize expenditures based on identified campus needs and the CIP, and conduct regular budget reviews to ensure funds are spent appropriately and efficiently.

Strategy's Expected Result/Impact: The campus will remain within the allocated campus budget while prioritizing expenditures that directly support student achievement, instructional needs, campus safety, and the goals of the Campus Improvement Plan.

Staff Responsible for Monitoring: Principal, Campus Secretary

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

Implement routine internal reviews of campus financial, inventory, purchasing, cash-handling, and compliance procedures. Campus personnel responsible for financial and inventory processes will follow district procedures, complete required training, maintain documentation, and promptly correct any identified discrepancies.

Strategy's Expected Result/Impact: The campus will have zero material findings attributable to NLIS related to financial procedures, inventory, cash handling, compliance, or other applicable audit requirements.

Staff Responsible for Monitoring: Principal and Campus Secretary

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

Maintain a campus safety calendar identifying all required emergency drills, exercises, and safety compliance activities. Campus administration will ensure drills are completed within required timelines, documented appropriately, and followed by debriefing and corrective action when needed. Staff will receive required safety training, and campus security procedures will be routinely reviewed.

Strategy's Expected Result/Impact: NLIS will complete 100% of required safety drills and exercises, maintain required documentation, and receive zero findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Security, and Head Custodian

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for North Loop International School

Total SCE Funds: $320,977.00

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

North Loop International School conducted a comprehensive needs assessment using multiple sources of quantitative and qualitative data. The CNA process included a review of student demographic information, academic achievement and growth data, attendance, student group performance, intervention data, instructional practices, staff and family perceptions, and the effectiveness of existing programs and support systems.

Campus administrators, teachers, instructional support staff, parents/families, and other appropriate stakeholders were provided opportunities to review data, identify strengths and areas of need, discuss root causes, and prioritize needs for the 2026–2027 school year.

The CNA examined four major areas: Demographics, Student Learning, School Processes and Programs, and Perceptions. Data were disaggregated, when applicable, by student groups to identify achievement gaps and determine whether existing programs and interventions were meeting student needs.

The results of the CNA were used to establish campus priorities, develop goals and performance objectives, identify strategies, allocate resources, and determine the supplemental programs and activities included in the Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

Evidence of multiple Comprehensive Needs Assessment meetings is maintained in Plan4Learning and campus records. Documentation includes meeting agendas, sign-in sheets/attendance records, meeting notes/minutes, data reviewed, and stakeholder input.

CNA meetings are conducted with campus stakeholders to review demographic, student learning, school processes and programs, and perception data; identify strengths and needs; examine root causes; and establish priorities for the 2026–2027 Campus Improvement Plan.

Meeting documentation is located in the appropriate Plan4Learning committee/CNA documentation area and campus Title I/CIP records.

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

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

North Loop International School's 2026–2027 Campus Improvement Plan was developed through a collaborative process following the comprehensive needs assessment.

The timeline included:

1. Review of campus performance and program effectiveness data.
2. Review of current demographic, academic, attendance, perception, and program data.
3. CNA meetings with campus stakeholders to identify strengths, needs, problem statements, and root causes.
4. Identification and prioritization of campus needs.
5. Development of goals, performance objectives, strategies, and expected outcomes aligned to identified needs.

6. Review of the draft Campus Improvement Plan by campus stakeholders.
7. Finalization and approval of the Campus Improvement Plan.
8. Ongoing monitoring and revision of the plan throughout the 2026–2027 school year based on student performance and program implementation data.

Documentation of meetings, stakeholder participation, and plan development is maintained in Plan4Learning and campus records.

2.2 Stakeholders 1114(b)(2)

North Loop International School involves a broad representation of stakeholders in the development and review of the Campus Improvement Plan. Stakeholders included the principal, assistant principal, teachers, instructional coaches, support staff, paraprofessionals, counselors and other student support personnel, parents/family members, campus leadership team members, and appropriate district personnel.

Stakeholders participate in reviewing campus data, identifying strengths and needs, examining root causes, establishing priorities, developing strategies, and reviewing the effectiveness of programs and services.

Stakeholder input is used to ensure that the Campus Improvement Plan addressed the academic, attendance, instructional, engagement, and support needs of all students, with particular attention to students who are at risk of not meeting state academic standards.

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

Plan is posted in the district website.

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

North Loop International School will evaluate the effectiveness of the Title I schoolwide program and Campus Improvement Plan using multiple measures of student achievement, student growth, attendance, intervention effectiveness, program implementation, and stakeholder perception data.

Evaluation will include a review of state assessment results, i-Ready and other assessment data, TELPAS/TELPAS Growth data, classroom and common formative assessments, attendance data, intervention and tutoring participation and progress, student group performance, and staff and family feedback.

The campus will monitor implementation throughout the school year and will review progress toward campus goals and performance objectives. Data will be reviewed by campus leadership and appropriate stakeholder groups to determine whether strategies should be continued, modified, expanded, or discontinued.

Documentation of program effectiveness reviews will be maintained through Plan4Learning, campus leadership/CNA/CIP meeting documentation, assessment and progress-monitoring records, and other appropriate campus records.

The results of the annual evaluation will be used to revise the Campus Improvement Plan and inform the following year's comprehensive needs assessment and schoolwide program planning process.