Northwest Independent School District

Beck Elementary School

2022-2023 Campus Improvement Plan

Vision

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Samuel Beck Elementary School Mission

In partnership with the community, Beck Elementary is committed to success for all learners, ensuring a safe environment that implements rigorous, relevant curricula and focused instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
71%	17%	2%	1%	9%	5%	10%	8%	7%	12%	6%	14%	%	1

Beck is seeing a small increase in our Asian population and related to this, we are seeing an increase in our Emerging Bilingual students. Our economically disadvantaged students population has decreased since last year. Our special education population has increased as we have more students being served for Dyslexia through Special Education per state law.

Demographics Strengths

Samuel Beck is in our 24th year of operation. Our town in Trophy Club is completely built out. Over the 21-22 school year, Beck experienced more attrition than we have seen to this point in our history. This school year, we have welcomed over 50 new families to our campus which is double than our typical. Many new families have shared that they have been drawn in by the diversity of our community and our school. Our PTA has hosted a Multicultural Night to celebrate the customs and traditions celebrated in some of our families diverse backgrounds. Our community loves this event and we have excellent participation. Our campus is dedicated to working to deliberately grow our opportunities to celebrate our unique and special backgrounds to embrace all students and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have never had more movement in our community before. **Root Cause:** With the house market higher, we have had more than 5% of our student population change this year, bringing in diverse needs that are new to our school.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	96%	96%	90%	90%	85%	94%	85%	90%	95%	94%	97%	95%	94%

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	90%	81%	82%	91%	92%	94%
% Met Growth Projection	91%	89%	90%	93%	93%	97%

MAP Growth Data

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	15	15.6	14	10.2	13	7.3	9
Math	15.4	15	13.6	16	12	15	10.5	11

Our students have increased their achievement, within their cohorts by 5% each year. Our students achieving mastery on STAAR and achieving above the expected grade-level minimum on DRA in K-2 has increased over the last year. Our campus focus has been on more students achieving Meets and Mastery on STAAR (not just Mastery) by focusing on providing intentional learning opportunities for students to build their skills in areas that are preventing them from reaching the meets and mastery achievment. Beck recieved a distinction on STAAR this year, this was recieved for the amount of students that have achieved meets and mastery performance, this is called Early Career and College Readiness Distinction and we see a coorelation between our performance on MAP performance as well.

Student Learning Strengths

Our students have made noteable growth this year in their reading levels. Teachers have been focused on strategies with students who are underachieving at their expected middle and end of year reading levels, we have seen students catching up and expect to see our achievement turn back to all students being at 90-95% expected end of year reading levels. With no less than 80% of all of our students at or above the BOY reading level right now, we expect to see our campus achieve our 90-95% of all of our students meet EOY expectations at

every grade-level.

Our MAP data has shown that an average of 95% of our students are meeting beginning of year learning targets in the areas of reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers need to work on their responsive teaching routines to address the learning gaps students have. **Root Cause:** Students are growing at their respective achievement levels with additional intervention and supports, gains are happening more slowly because of the gaps we are still filling.

School Processes & Programs

School Processes & Programs Summary

At Beck we recruit highly qualified and talented teachers. New teachers are provided with a mentor for two years and teachers new to Beck Elementary are provided a "buddy" for the year. Beck's mentor coordinator has developed a plan for frequent and intentional activities to support the new teachers needs and build their confidence and knowledge as new teachers to Beck and NISD.

Beck has two leadership teams that consist of an Operational Leadership Team and an Instructional Leadership Team. The OLT serves as the Campus Safety/Crisis Team and handles all operational areas . The ILT focuses on instruction, data, and curiculum. This school year, we will also allocate one staff meeting a month to committees that will work towards targeting school/district goals. The committees are: Literacy Team, Math Team, Sunshine Committee, SEL Task Force, House Council, and PBIS Committee.

The RTI, 504, and ARD committees meet to discuss the needs and progress of students who are served in those programs. All members consistently assess progress and needs of students in each area during grade-level PLCs.

This year we will continue to focus on PLC's. Teams will develop more collective routines and structures for backward designing lessons based on assessments and learning outcomes, responding to data, and overall building routines for responsive teaching strategies.

School Processes & Programs Strengths

At Beck, we are committed to excellent teaching and learning for all students and adults. Therefore we have processes in place to support learning enviornments such as PLCs, vertical alignment meetings, and whole staff professional learning. For students, we have programs that support students learning at all levels. At-risk, Sped, 504, High achievers, and GT. We have processes in place to support flexible grouping and small group instruction, vertical teaming, etc..

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Meeting the individual areas of growth for each student is always our priority. We are working with teachers to maximize Tier 1 instruction to all learners, while navigating flexible schedules with fidelity. **Root Cause:** Some students receive support from teachers with expertise in areas such as GT, RTI, SPED, and 504. This leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier 1 instruction.

Perceptions

Perceptions Summary

We have worked very hard to create a culture of learning and collaboration at Beck. Our values and beliefs must always reflect in our actions to support our students, staff, and community members. We have focused our work around high academic performance and development of strong character in our students. This year we will continue with an emphasis on students' social and emotional needs. We have branded our campus True Blue and lived by the Beck Bulldog Code: Respectful, Responsible, Cooperative, Honest, and Appreciative of Others. These core values, in addition to teaching and modeling qualites of an exceptional learner, have helped our students experience great success.

In addition, we began the House system in January 2019 to create a strong sense of belonging for each and every child at Beck. Each student is selected into a House and teachers plan activities and opportunities for Houses to collaborate with one another. Students earn points for their House when they show good character, learner qualities, and work habits. At the end of each 9 weeks, the leading House is celebrated, and at the end of the year the House with the highest number of points earns the House Cup.

Based on the Energage survey for teachers in May, our staff described Beck as innovative, inclusive and positive. Parent survey's demonstrate strong confidence in our staff to keep students safe and provide a premier education to their children. They have felt welcomed on our campus and say that their children feel safe.

During the start to this school year, we have several parents supporting our PTA through signing up for room parent positions and volunteering to head up committees and innovate our regluar, highly anticipated events.

Perceptions Strengths

We are a National and State school of Character, a recepient of the School Transforming Learning award. Our parents feel a strong connection to our campus and they display a lot of pride to be connected to Beck through high participation in PTA and campus events.

Our counselor has developed focused lessons for morning meetings. The meetings have reinforced learner attributes and work habits.

Last year, we added the Amazing Shake initiative to our campus focus culminating in a whole school event where students compete in challenges to practice their soft skills, the challenges are faciliatated by our families and community members. This was widely appreciated by all volunteers and families last year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families are supporting us from afar whereas in the past, they have easily shared our values and traditions narrative as easily as any staff or student. The Beck Way (True Blue) has been an important part of our school culture and we are seeing a need to revamp our opportunities to engage with our school and see all that our school culture entails. **Root Cause:** Our families are more inundated with communication and have little quality time around teachers and school staff to help build a thorough understanding of our traditions and values due to volunteer limitations over the last 2 years.

Priority Problem Statements

Goals

Goal 1: Students will achieve targeted growth and exceed growth targets through meaningful learning experiences, pathways, and personalized learning.

Performance Objective 1: Use data to make instructional decisions about student learning pathways.

    Evaluation Data Sources: EOY data for MAP, STAAR, and DRA.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use responsive teaching routines to make informed decisions about their next steps with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will flexible group to support students across the grade-level. Students will have more ownership of their next steps in their learning.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data to refine what pathways students are working on in the workshop model that benefits each student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will all engage in relevant learning that is appropriate to their independent and instructional learning levels.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration				

Strategy 3 Details	Reviews			
Strategy 3: Administration will plan and schedule professional learning to support teachers with resources and skills to implement meaningful learning experiences, pathways, and personalized learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expand teachers toolkits with resources they can use to create meaningful learning experiences, pathways, and personalized learning.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administration and Curriculum Coaches **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Continue to cultivate a positive school culture through collective vision for teaching, learning, collaboration, and trust.

Strategy 1 Details		Reviews			
Strategy 1: Teams will meaningfully plan and participate in PLC's.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher's time will be used more effectively during PLCs.		Nov	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, Administration					
Strategy 2 Details		**Reviews**			
Strategy 2: Build opportunities for staff to observe each other and provide opportunities for teachers to share strategies that are working for them.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More collaboration across the campus.		Nov	Jan	Mar	May
Staff Responsible for Monitoring: Counselor, Teachers, Committees, Administrators.					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Refine communication practices in order to continue to engage more of our community in the transformational work of our school and district.

Strategy 1 Details				Reviews			
Strategy 1: Elicit input from stakeholders through surveys and PTA discussions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: More buy-in from families and teachers.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration							
Strategy 2 Details				**Reviews**			
Strategy 2: Increase modes of communication to keep stakeholders informed (ie. videos to share about our big events instead of just a flyer, more announcements from our Broadcast team to share about upcoming events with our students, infographics to share important school information instead of just text in our newsletters)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All families will be more aware of what is going on at school and how to support their students and our school.							
Staff Responsible for Monitoring: Administration and Teachers.							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Staff will be well trained and think critically about safety protocols.

Strategy 1 Details	Reviews			

Strategy 1: Campus leadership will collaborate with all staff to partner with our community to keep students and staff safe within our control.
    Strategy's Expected Result/Impact: All staff will be able to make informed decisions independently about how best to handle safety protocols within their classrooms/grade-levels.
    Staff Responsible for Monitoring: Administration and Teachers.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Addendums

BECK ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.
Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.
College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.
Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data: Sub Pop SPED- 75% of students pass STAAR and/or meet EOY DRA

GT- All students achieve Meets/Mastery on STAAR
Economically Disadvantaged- 75% of students pass STAAR and/or meet EOY DRA

K-2 DRA
Kinder- 95% On/Above EOY DRA
1st and 2nd- 90% On/Above EOY DRA
3-5 STAAR- 75% Meets/Mastery

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Actively engage all students in **academic discourse** so they can **critically read, write, and communicate** in all content areas.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we, calibrate each team's knowledge base of instructional practices**
	And if we, focus on collaborating purposefully as teams and as a staff
	And if we, align our student discourse routines and opportunities
	Then these are the changes we expect to see in ourselves and our students:

	- Increase all staff conscious competence in learning outcomes and student achievement expectations - All students authentically engaging in thinking and active learning - Students demonstrating mastery of a concept or advocating for themselves

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Differentiated Staff PD	All staff- staff will lead sessions	All year	Success Criteria Staff do Line of Progression
Purposeful PLCs	All staff	All year	ILT Agenda
Purposefully teach students to have good discourse	All staff Staff leaders	All year	Scope and sequence
Success Criteria for Academic Discourse	ILT	Completed by end of September	Discuss and self assess during PLCs Classroom Observations

Northwest Independent School District

Berkshire Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Berkshire Elementary's Mission Statement

Together, as a school community, Berkshire Elementary is committed to providing a safe and positive learning environment

that fosters a love for learning and educates the whole child in order for them to reach their full potential.

Vision

Berkshire Elementary's Vision

In partnership with our school community, Berkshire Elementary will foster a safe and positive learning environment

where our students can reach their full potential through academic achievement and personal success.

Core Beliefs

Northwest ISD Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's sucess is the share responsibility of students, families, schools and communities.

Learning is influenced by environment.

Northwest ISD Mission Statement

Northwest ISD, in collaboration with students, families, communities and global partners,

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Northwest ISD Vision

Northwest ISD empowers learners and leaders to positively impact the world.

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
41%	25%	20%	2%	11%	34%	16%	6%	8%	10%	8%	29%	23%	8

Starting the 2022-2023 school year, Berkshire Elementary has 700 plus students representing many ethnicities. Berkshire Elementary is a school representing grades Pre-Kindergarten to 5th Grade; including an ECSE, PACEE and SEAC unit. Our students, staff, community, and stakeholders are continuing the "Berkshire Way" by building a positive culture and learning community through leading and learning… "we're better together". With a strong culture established, our staff is more prepared to engage and serve our students and families.

Demographics Strengths

In addition to our experienced teachers who have been a part of Northwest ISD and understand the culture and rigor of the pace and curriculum, we have many teachers who are new to Northwest ISD and new to the profession. Having our more experienced teachers mentor our new hires will help strengthen our Tier I instruction across the board. By strengthening our Tier 1 instruction, we will be able to obtain the goals we have set for this current school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As we continue to grow as a learning community, we are faced with the needs of our diverse student population. **Root Cause:** We are a campus with students from various socio-eco and academic backgrounds as well as teachers with a variety of experience.

Student Learning

Student Learning Summary

Student Learning Section:

(State Assessment)

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	%	83%	%	75%	%	70%	%	68%	%	78%	%	78%	68%
% Meets	%	59%	%	41%	%	48%	%	39%	%	52%	%	41%	32%
% Masters	%	37%	%	20%	%	28%	%	25%	%	33%	%	17%	11%

Berkshire Elementary is in its second year. From the data collected last year, we were able to revise our approach to our Tier 1 Instruction based on our DRA percentages per grade level. We are using last year's MTSS data and intervention plans, beginning of the year MAP testing and diagnostic testing to evaluate our students' readiness for grade level material.

Working towards NISD's Literacy Goal, Berkshire will strive for 90% of our students to read and comprehend at or above grade level by the end of the 2022-2023 school year. We will meet students at their readiness level with scaffolded support including, but not limited to; guided reading groups, strategy groups, MTA, House Bill 4545, GATES, and Tiered level classroom support (MTSS).

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	72%	52%	74%	64%	80%	80%
% Met Growth Projection	5%	10%	13%	10%	5%	10%

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.7		15	15	10.4	12	7.6	9
Math			13.5	15	11.7	14	10.2	11

Student Learning Strengths

We currently have three students who recieve accelerated math instruction through special programs and teachers who are screening for possible candidates for the upcoming 2023-2024 school year. We will continue to implement BEAR Time for our seventy plus students who require intense, small group instruction through HB 4545. Our BEAR Time is

where each grade levels have time to address tiered level supports based on their intervention plans through student choice and flexible grouping. Our special education students are receiving content mastery and support from teachers as well as paraprofessionals during CBAs and class instruction. Our teachers are using data from a variety of sources (DRA, CBAs, MAPS, etc.) to determine which students to place on MTSS and determine the successfulness of Tier Interventions. Teachers will continue to monitor and adjust student intervention plans and levels of Tiered support based on student progress. As a campus with diverse behavioral as well as social emotional needs, teachers will continue to work with campus administration and support staff to provide Tiered Interventions to better support the whole child.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To better serve our community of students, we will identify the diverse learning needs through our multi-tiered systems of support in order to provide the necessary interventions. Through the following measures teachers will compact material to help remediate students to the appropriate level of academic and social emotional readiness. **Root Cause:** Due to the worldwide pandemic, our students at Berkshire are currently at different levels of academic readiness and engagement. Our demographics show that our students come to school from various backgrounds, life experiences, and unmet social emotional needs.

School Processes & Programs

School Processes & Programs Summary

The instructional leadership team at Berkshire Elementary works together to increase the effectiveness of school processes and programs. Our ILT team meets regularly as an Instructional Focus group to collaborate and to evaluate data in order to identify the campus instructional focus. Campus administration regularly communicates through staff newsletters, bi-weekly campus newsletters, and ILT minutes. Teachers are then able to meet as a PLC to weekly plan, collaborate and communicate with each other and our families. Communication to families is sent out in various media formats: parent square, phone calls, school website, email, and school social media accounts.

School Processes & Programs Strengths

Berkshire Elementary is an appealing campus for new staff members due to our positive culture, climate, and location of our campus. Our school consists of highly effective teachers who have a desire to build a collaborative climate and positive culture that is "Leading and learning…we're better together". Our culture is consistent with staff members nominating each other for Employee of the Month. Teachers are intentional in the way they welcome each other. Our school culture promotes the encouragement and support among staff members to better serve our students and learning community. Our teacher Mentor Program pairs veteran teachers with new teachers in order to provide them with the support they need throughout the entire school year. Our Instructional Leadership Team (ILT) collaborates and models consistent, effective campus making decisions. Our leadership team analyzes data to determine campus, grade level and classroom focus. Our teachers at Berkshire Elementary are leaders in that they have experience as curriculum writers, involvement in leadership academy, represent district conferences/workshops, and have served on various committees throughout the school district over the years.

Our teachers identify student's strengths and areas of academic growth. They plan to adjust their instruction and interventions provided to meet the needs of the individual student. The greatest academic strategies teachers implement are, flexible grouping, peer teaching, tutoring, guided reading and math groups, and accelerated math instruction based on mastery assessment.

Our teachers align the curriculum and resources including the scope and sequence. Our students are engaged in metacognitive thinking strategies to facilitate students thinking at deeper levels, reflect on their learning, and evaluate growth in their own learning. Eligible students are able to receive support through RTI, Dyslexia, ELL, 504, and Special Education.

Involving community stakeholders in our school process has been very beneficial in improving parent participation in their child's education success. Parent/teacher conferences reinforce the positive partnership with our families. We incorporate PTA, Spirt Rallies, Destination Imagination, Watch D.O.G.S. and PALS. Both our students and parents feel a sense of belonging and are encouraged to engage in campus activities. As we continue to build our positive school culture and supportive learning community, we look forward to implementing new programs and strategies to help strengthen and perpetuate the momentum toward student academic success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students must be provided with differentiated and relevant instruction to meet their individual needs. **Root Cause:** Students have been impacted by COVID. Students are at different levels in their learning continuum. They come with various experience and background knowledge and not all students come with a strong academic foundation. Our students need scaffolding instruction and different levels of support since each student learns at a different rate.

Perceptions

Perceptions Summary

Berkshire Elementary is a diverse school with many cultures represented on campus. With a growing staff, there is a need to ensure all staff members have clarity regarding initiatives, protocols and common practices. Administration is diligent in providing clear and consistent information to all staff members. Our school faculty continues to work together to build a "family" atmosphere of "better together". Our school vision is one that chooses kindness and empathy to promote a feeling of unity, self-confidence and a growth mindset.

Perceptions Strengths

Our staff members are heavily focused on maintaining a positive, collaborative mindset as we uphold our inclusive culture founded in servant leadership. At Berkshire Elementary, our staff has weekly PLC and planning meetings to ensure alignment between teachers and staff as we use data to drive our instruction. As our campus continues to grow and gain educators from various backgrounds we unite to focus our work on making our school an extraordinary place. Thus, living up to the giant words on our cafeteria wall, "Learning and Leading . . . We're Better Together!"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As our professional learning community grows and changes, the need to communicate, uphold, and enhance the positive, collaborative culture we value here at Berkshire Elementary remains a priority. **Root Cause:** In this time of unprecedented struggles hiring and maintaining qualified teachers and staff, schools face a large rate of turnover and staffing inconsistencies. These changes create hardships for teams, faculties, and school leadership as we work to build our school culture.

Priority Problem Statements

Problem Statement 3: As we continue to grow as a learning community, we are faced with the needs of our diverse student population.

Root Cause 3: We are a campus with students from various socio-eco and academic backgrounds as well as teachers with a variety of experience.

Problem Statement 3 Areas: Demographics

Problem Statement 4: To better serve our community of students, we will identify the diverse learning needs through our multi-tiered systems of support in order to provide the necessary interventions. Through the following measures teachers will compact material to help remediate students to the appropriate level of academic and social emotional readiness.

Root Cause 4: Due to the worldwide pandemic, our students at Berkshire are currently at different levels of academic readiness and engagement. Our demographics show that our students come to school from various backgrounds, life experiences, and unmet social emotional needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 1: Our students must be provided with differentiated and relevant instruction to meet their individual needs.

Root Cause 1: Students have been impacted by COVID. Students are at different levels in their learning continuum. They come with various experience and background knowledge and not all students come with a strong academic foundation. Our students need scaffolding instruction and different levels of support since each student learns at a different rate.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: As our professional learning community grows and changes, the need to communicate, uphold, and enhance the positive, collaborative culture we value here at Berkshire Elementary remains a priority.

Root Cause 2: In this time of unprecedented struggles hiring and maintaining qualified teachers and staff, schools face a large rate of turnover and staffing inconsistencies. These changes create hardships for teams, faculties, and school leadership as we work to build our school culture.

Problem Statement 2 Areas: Perceptions

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: To help ensure that at least 90% of our students are reading on or above grade level, Berkshire Elementary will place an increased emphasis on literacy across all content areas, Pre-Kindergarten through 5th Grade.

High Priority

Evaluation Data Sources: * MAP (2-5) BOY/MOY/EOY
* DRA BOY/MOY/EOY
* CBAs
* Imagine Language and Literacy

Strategy 1 Details				Reviews			
Strategy 1: * Monitor and track student progress				**Formative**			**Summative**
* Planned learning opportunities with District Literacy Coaches * Data Driven PLCs				**Nov**	**Jan**	**Mar**	**May**
* Review and implement intervention plans based on student need **Strategy's Expected Result/Impact:** * Students will make continued progress on formative and summative assessments * Increased number of students reading on grade level **Staff Responsible for Monitoring:** Students, Teachers, Instructional Coaches, Administration							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Berkshire Elementary will implement consistent progress monitoring using assessment data to increase student achievement.

High Priority

Evaluation Data Sources: * MAP (BOY/MOY/EOY)
* DRA (BOY/MOY/EOY)
* CBAs
* Imagine Learning and Literacy

Strategy 1 Details	Reviews			
Strategy 1: * Using progress monitoring data, all students will set personalized academic goals that represent one year's growth * Teachers will meet frequently with students to review and revise academic goals as needed	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: * Teachers and students will work together to monitor academic progress * Students will take ownership of their learning and growth **Staff Responsible for Monitoring:** Teachers, Students and Administration				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: The Berkshire Elementary learning community will continue to embrace a diverse culture by encouraging cultural proficiency while eliminating bias and increasing staff awareness in effort to support and engage all students, staff and families.

High Priority

Evaluation Data Sources: Creating/sustaining a school atmosphere where our students and staff seek first to understand before being understood, teachers and students take time to recognize/celebrate our various cultures and our teachers have and operate from a servant leader's mindset.

Strategy 1 Details		Reviews			
Strategy 1: * Gather insight from our Berkshire families * Celebrate and recognize our various families' cultures * Increase staff awareness on inclusive strategies		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students, staff and families feel that there are no barriers to success based on gender, race and/or religion. **Staff Responsible for Monitoring:** Teachers, Staff, Administration, Students, Families - all Berkshire Bears					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Hiring great teachers and providing ongoing support and professional development for them. Celebrating student and teacher victories in academic achievement and creating a rewarding learning environment for Berkshire Elementary.

    Evaluation Data Sources: Applitrack employment applications, T-TESS evaluations, classroom walk-throughs and student data (on-going assessments).

Strategy 1 Details		Reviews			
Strategy 1: Berkshire Elementary will increase efficacy in all staff members through common planning and PLCs to increase levels of instruction and learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Grade level aligned lesson plans to increase higher levels of student instruction and learning while eliminating pockets of excellence and random variation.	**Nov**	**Jan**	**Mar**		**May**
Staff Responsible for Monitoring: Teachers and Administration					
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Berkshire Elementary will provide consistent support for new staff members including first and second year teachers for the entire school year.

    Evaluation Data Sources: Mentor / Mentee relationships and surveys

Strategy 1 Details	Reviews			
Strategy 1: Have all first and second year teachers go through coaching cycles with Instructional and Curriculum Coaches. New teachers learning the NISD way and having the resources / skills necessary for their students to be successful in the classroom. New teachers assigned a mentor teacher on campus. New teachers receive priority placement in Project T3 (Teachers teaching Teachers).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Stronger teachers who grow professionally in a safe and collaborative working environment.
     Staff Responsible for Monitoring: Mentor Coordinator, Mentor Teachers, Mentee Teachers and Administration
 	
     ESF Levers:
 Lever 2: Effective, Well-Supported Teachers				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 3: Berkshire Elementary will retain Guest Educators who reflect the same level of excellence and commitment to our learning community that our teachers and staff exhibit.

Evaluation Data Sources: Campus Guest Educator surveys and feedback from teachers and staff

Strategy 1 Details	Reviews			
Strategy 1: Teachers will leave clear and complete lesson plans for their Guest Educator to follow as well as procedural classroom information.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Guest Educators will continue to return to Berkshire Elementary due to feeling appreciated, valued and appropriately prepared for the day. **Staff Responsible for Monitoring:** Teachers and Administration				

<p style="text-align:center;">0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue</p>

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Berkshire Elementary will communicate from the classroom and the campus in a timely manner in order to keep our parents engaged and maintain our positive partnership.

Evaluation Data Sources: Two way communication with all stake holders through social media, campus / grade level newsletters, surveys, emails, phone calls and various campus events throughout the school year

Strategy 1 Details	Reviews			
Strategy 1: Implement communication tool that elaborates on school topics alongside of social media outlets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive Campus Communication	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administration and Teachers				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Berkshire Elementary will continue to maintain our safe campus environment for all students and adults.

    Evaluation Data Sources: Campus culture and feedback from various campus and district surveys

Strategy 1 Details	Reviews			
Strategy 1: Berkshire Elementary looks to provide many opportunities for students, parent volunteers and community members to be involved in school activities and district initiatives, while activity monitoring our campus grounds, practicing safety drills, conducting weekly door checks and utilizing our Raptor check-in system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: PTA and school sponsored events, such as... Donuts with Grown Ups, Trunk or Treat, Car Line Coffee, Cookies with Santa, Spring Carnival, Watch D.O.G.S., etc. Berkshire Elementary will provide school-wide assemblies like Awards Assemblies, Character Assemblies with special guests like from The Wild Animal Sanctuary - Texas and Spirit Rallies with guest speakers from the community. Students will continue to participate in Safety Patrol, Servant Leadership Club, Student Leadership Club, UBC, Running Club, Basketball Skills Club, Choir, etc. Partners in Education will continue to provide resources based on campus need ultimately serving and supporting our students and staff. **Staff Responsible for Monitoring:** Parent Volunteers, Community Members, Teachers, Staff, Partners in Education and Administration				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Addendums

BERKSHIRE ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.   **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.   **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.   **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
90% of students will read and comprehend on/above grade level by the EOY 2022-2023.   ● Based on end of year DRA data as well as STAAR data, we determined we were at 70% on or above level.   ● Focusing on the NISD Instructional Framework, with an emphasis on literacy across all grade levels and content areas, to help ensure that at least 90% of students are reading on or above grade level.   ● Current: 70% on grade level for the entire campus.   ○ K-72%, 1st-52%, 2nd-73%, 3rd-63%, 4th-80%, 5th-80%

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)
Implementation of effective Tier 1 instruction aligned with the NISD Instructional Framework to meet the diverse needs of all of our students.

Theory of Action	
(Anchored in the NISD Instructional Framework)	

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we plan quality instruction through** • Collaboration with staff members, drawing from strengths/modeling to build knowledge • Intentional planning for Tier 2 and 3 instruction to support the diverse needs of our learners • Planning grade-level appropriate small groups – guided reading, strategy groups, conferring
	And if we work within PLCs to • Learn about students and identify learning gaps • Gain effective teaching strategies • Align student work and instruction • Evaluate assessments • Engage in reflective feedback • Creating solutions for students and teachers
	Then these are the changes we expect to see in ourselves and our students: • Strengthen Tier 1 instruction to improve student literacy outcomes (90% on or above grade level)

ACTION PLAN			
Action Step	**Who will be involved?**	**What is our time frame?**	**How will we monitor our progress?**
Plan quality instruction			
Accountability of lesson plans including scaffolding, extending and ELL support.	Grade level teams Support staff (campus and district)	Weekly	Shared grade level team drive (access to plans)
Participate in weekly PLCs			
Use an agenda to collaborate for the improvement of student outcomes.	Grade level teams Admin support as needed	Weekly	Agendas provided Administration involvement as needed
Reading Academy			
Teachers gain understanding of the science of reading through participation in the Reading Academy	Pre-K–3 Reading teachers Admin	Completion by July 2023 Completion by October 2023	Artifact Submissions

Northwest Independent School District

Clara Love Elementary

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Clara Love Elementary School Mission

Clara Love Elementary is a high-performing, safe school community that encourages student effort and focuses on academic growth as measured by campus, district, and state assessments. Our students will be prepared for success in middle school and beyond.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Historical Data

Originally built as a neighborhood school for Harriet Creek, Clara Love now reaches four other subdivisions as well as a large number of rural homes. Fast growth within our attendance boundaries has increased our total enrollment by 100-150 students over the past 2 years and caused shifts in student demographics at Clara Love. Most notably, our at-risk population increased in the past year by 19%. Love has also experienced an increase in the following student groups: ESL, special education, and ECD. African American, Hispanic, and multi-racial student populations have increased, and the percentage of white students has decreased by 6%.

Clara Love Student Population

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
50%	29%	13%	5%	2%	47 %	22 %	8 %	8 %	8%	11%	45 %	%	0

Discipline Data: 238 referrals

Attendance Rate: 94%

Targeted Support (continued from 20-21): White and SpEd students did not meet minimum STAAR passing percentages. Preliminary STAAR results for 2022 indicate improved performance for both subpopulations.

Summary

New Teacher Support

- New Teacher Mentor Program

- Instructional Coaches

Support for Studentss with below-level performance

- A dedicated Campus Instructional Teacher will provide consistent, focused support for teachers.

- EL para support

- Communities in Schools

- Interventionists

- Behavior Intervention Support

Parents/Guardians/Community

Majority of households have two working families.Multiple students per family and many multi-generational households

Community Crime Data - crime data has increased in the past two years, but the community is still viewed as a safe place to live.

During the recent pandemic, outreach efforts from school to home were intensified. The response was overwhelmingly positive.

Demographics Strengths

Demographics Highlights

-Admin/Principal retention for 4 years

-Having interventionist to support teachers (RtI, EL, DYS, RR, GT, CIT)

-CIT supporting teachers (PLC, classroom support, co-teaching support, learning walkthroughs)

-Increase in parent guest educators and volunteers in spring 2022

DRA Growth 2021-22 - Students on-level and/or 1 years growth

1st grade

78 out of 89 = 88%

5th grade

95 out of 103 = 92%

STAAR Data

On all 2022 STAAR Tests (except 3rd math), the percentage of students passing increased from 2021.

3rd Reading (+7)/Math (-11)

4th Reading (+27)/Math (+8)

5th Reading (+11)/Math (+7)/Science (+6)

Preliminary STAAR data indicates significant growth in both suppopulations (SpEd and white) that resulted in Clara Love being desginated for targeted assistance two years ago.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause:** The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Problem Statement 2 (Prioritized): Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause:** * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.

Problem Statement 3 (Prioritized): While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause:** Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	74%	67%	82%	77%	67%	82%	68%	71%	83%	86%	78%	80%	74%

DRA

% On/Above Reading Level	**78%**	**67%**	**65%**	**68%**	**88%**	**77%**
% Met Growth Projection	46%	88%	63%	65%	47%	92%

MAP Growth Data

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.7	13	12.1	11	9	7	7.5	9
Math	15.5	15	13.3	14	11.6	10	9.7	13

5th grade exceeded projected MAP growth in both math and reading.

2nd grade and 4th grade did not meet projected growth in either reading or math.

3rd grade exceeded projected growth in math but not in reading.

On all 2022 STAAR Tests (except 3rd math), the percentage of students passing increased from 2021.

3rd Reading (+7)/Math (-11)

4th Reading (+27)/Math (+8)

5th Reading (+11)/Math (+7)/Science (+6)

Student Learning Strengths

Student Learning Strengths:

-STAAR data shows our Ts and Ss are doing a great job

-The campus focus on academic discussion during 2021-22 showed a direct correlation to student learning.

-Focus on progress over perfection

-Goal setting focus has kept high expectations at the forefront of teacher and student efforts.

-Student engagement; academic discussion; S-T relationships; risk taking environment

-The campus focus on academic discussion provided increased opportunities to elevate student voice.

-Teachers model vulnerability– So, students feel like they can be vulnerable "You're still cool"

- You can be a leader without being the smartest person in the class– Culture of Celebration

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause:** * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.

Problem Statement 2 (Prioritized): Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause:** The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Problem Statement 3 (Prioritized): The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause:** The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)

School Processes & Programs

School Processes & Programs Summary

-Great Expectations serves as the framework for SEL.

-The campus has a strong foundation in PBIS but needs more consistent implementation.

-Counseling lessons– CIS lunch bunch– kindness club

-CIS Support

-CIT support

-Intervention Support (RtI, DYS, RR, GT, Librarian, Tech)

-The campus needs more consistent and comprehensive behavior supports for Tiers 1, 2, and 3.

-Imagine Math, Lexia/Imagine Language and Literacy provide academic support for struggling learners.

-MAPS assessment data helps identify instructional gaps and areas of focus.

School Processes & Programs Strengths

-Great Expectations serves as the framework for SEL.

-The campus has a strong foundation in PBIS but needs more consistent implementation.

-Counseling lessons– CIS lunch bunch– kindness club

-CIS Support

-CIT support

-Intervention Support (RtI, DYS, RR, GT, Librarian, Tech)

-The campus needs more consistent and comprehensive b

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause:** The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)

Problem Statement 2 (Prioritized): Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause:** The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Problem Statement 3 (Prioritized): Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause:** * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.

Problem Statement 4 (Prioritized): While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause:** Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Perceptions

Perceptions Summary

Clara Love school culture is defined by:

Great Expectations

Celebrating ALL successes

Behavior resources

EACH teacher is there to make a positive impact on students' lives

Ts are reflective and view all opportunities as a learning opportunity

ALL community members are stakeholders in the success of our campus

Perceptions Strengths

- Campus engaged in values and behaviors clarification using discussion protocols.

- We lead with Love

- Stakeholder engagement has been bolstered by CIS program

- Love staff are committed to the work student success

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause:** Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Priority Problem Statements

Problem Statement 3: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments.

Root Cause 3: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community.

Root Cause 4: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 1: Clara Love students fall below the district grade level expectations in meets and masters.

Root Cause 1: * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations.

Root Cause 2: The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: We will increase student reading proficiency ensuring by end of year at least 90% of students are reading on or above grade level OR made one years growth as measured by DRA AND at least 60% of students meet their projected growth as measured on MAP Growth assessments.

High Priority

HB3 Goal

Evaluation Data Sources: DRA Assessment and MAP Growth Assessment

Strategy 1 Details	Reviews			
Strategy 1: By focusing on content literacy using the NISD Instructional Framework, teachers will focus PLCs and professional learning on high quality Tier 1 instruction with an emphasis on academic discussion and critical reading and writing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: With a focus on best practices for Tier I instruction, students are expected to make significant gains in reading achievement. **Staff Responsible for Monitoring:** Teachers, interventionists, coaches, CIT, and administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Using data to inform instructional planning, teachers will use backwards design principles to plan lessons that ensure rigorous instruction that meets the depth of the TEK.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By focusing on lessons that target deep understanding of TEKS, students will develop reading skills that are transferrable across content areas. **Staff Responsible for Monitoring:** Teachers, interventionists, coaches, CIT, and administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.
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Student Learning
Problem Statement 1: Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause**: * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.
Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

School Processes & Programs
Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.
Problem Statement 3: Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause**: * Teachers delivery Tier I instruction with varying expectations. * PLCs are inconsistent in their quality and quantity amongst grade levels. * The campus lacks vertical alignment of grade level expectations. * The use formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Clave Love will apply for and achieve PROGRESSIVE or MODEL SCHOOL status for Great Expectations.

> **High Priority**
>
> **Evaluation Data Sources:** GE Evaluation in spring 2023

Strategy 1 Details	Reviews			
Strategy 1: 90% of staff will be trained in GE Methodology and teach and model GE practices in all school settings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase consistency and explicit SEL instrution and of academic high expectations. **Staff Responsible for Monitoring:** All staff and stakeholders **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 2, 4 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

| | 0% No Progress | | 100% Accomplished | | Continue/Modify | | ✗ Discontinue |

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.
Problem Statement 3: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Student Learning
Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.
Problem Statement 3: The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause**: The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)

School Processes & Programs
Problem Statement 1: The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause**: The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)
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Perceptions
Problem Statement 1: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Provide additonal staff support for managing student behavior using restorative practices to maximize learning time.

High Priority

Evaluation Data Sources: Tracking of major and minor referrals for student behavior.

Strategy 1 Details		Reviews			
Strategy 1: Using PBIS Rewards app, we will implement PBIS with fidelity and streamline tracking of all major and minor behavior referrals.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased fidelity of PBIS implementaiton data driven decision making regarding student behavior.
    Staff Responsible for Monitoring: Behavior interventionists, administrators
 	
    Title I:
    2.5, 2.6
    - TEA Priorities:
    Recruit, support, retain teachers and principals, Improve low-performing schools
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    - Targeted Support Strategy
    Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2					

Strategy 2 Details		Reviews			
Strategy 2: Campus will collaborate with the Title I behavior interventionist to improve behavior management processes and support teachers in staff in Tier I behavior management.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased fidelity of PBIS implementaiton data driven decision making regarding student behavior.
    Staff Responsible for Monitoring: Behavior interventionists, administrators
 	
    Title I:
    2.5, 2.6
    - TEA Priorities:
    Recruit, support, retain teachers and principals, Improve low-performing schools
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Student Learning
Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

School Processes & Programs
Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among some student groups as measuered by STAAR and DRA assessments. **Root Cause**: The campus lacks a system of explicit behavioral expectations and tiered supports implemented consistently and with fidelity.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: The campus will partner with Communities in Schools to meet the needs of at risk and economically disadvantaged students and support students in COVID recovery.

High Priority

Evaluation Data Sources: Documented support for at risk students at Tier 1, Tier 2, and Tier 3.
CIS pre and post engagement surveys.

Strategy 1 Details	Reviews			
Strategy 1: Campus will host a full time CIS site coordinator who will serve students with tutoring, basic needs, and connections with community resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase direct services at Tier 1, Tier 2, and Tier 3 for at risk students. **Staff Responsible for Monitoring:** CIS site coordinator, counselor, and administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 1, 4 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Student Learning
Problem Statement 3: The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause**: The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)

School Processes & Programs
Problem Statement 1: The campus has inconsistent implementation of process and programs for social-emotional and behavioral expectations. **Root Cause**: The campus has fewer staff that support non-academic processes and programs compared to instruction (e.g. During 2021-22 we employed seven fulltime academic interventionists, but only received behavior interventionist support .20%/one day per week.)
Problem Statement 4: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Perceptions
Problem Statement 1: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Increased family participation opportunities will support school-family engagement and inclusivity.

High Priority

Evaluation Data Sources: Engagement surveys and committee participation

Strategy 1 Details	Reviews			
Strategy 1: Partner with PTA to host monthly activities for family engagement offering both in-person and virtual options.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family communication and connection. **Staff Responsible for Monitoring:** All staff and stakeholders. **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - School Processes & Programs 4 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.
School Processes & Programs
Problem Statement 4: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.
Perceptions
Problem Statement 1: While staff, students, families, and community may feel connected to their teacher, team class, etc... our campus lacks a sense of collective belonging to CLara Love and the community. **Root Cause**: Limited opportunities for students, staff, families, and community to connect with and contribute to the school's mission and vision.

Addendums

CLARA LOVE ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

- 90% of students will meet or exceed grade-level expectations on EOY DRA and/or make 1 year's growth.
- All instructional campus PD will focus on academic discourse and writing to support content literacy at Tier I.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Reading performance for students among some groups falls short of TEA expectations resulting in identification as Targeted Support.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we,** focus on content standards and vocabulary to actively engage students in academic discourse so they can critically read, write, and communicate in all content areas,
	And if we, teach, model, and implement consistent expectations for behavior,
	And if we, provide opportunities for professional learning and collaboration to support Tier I instruction through purposeful PLCs, vertical alignment meetings, and campus PD **Then these are the changes we expect to see in ourselves and our students:** We will provide consistent, rigorous instruction focused on strong content literacy which will improve student performance in reading and all content areas.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?

- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
SEE OBJECTIVES AND STRATEGIES ON SLIDES 20-23 (linked here)			

Northwest Independent School District

Cox Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Wayne A. Cox Elementary School Mission

Wayne A. Cox Elementary is committed to creating a culture of high achievement and performance for all learners, both students and staff, while fostering positive relationships within our school community.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
54%	18%	12%	2%	13%	15%	15%	6%	6%	8%	7%	18%	10%	2

Cox Elementary opened in the Fall of 2013. For 2021-2022 we served a total of 752 students. We are currently serving 787. Our campus opened an ECSE unit. The communities we serve are still growing due to construction of new homes and a new apartment complex in the area. We are a high performing, upper middle-class school.

Overview of areas:

After school Clubs were incorporated last year. Students enjoyed the time with their teachers.

Our librarian, hosts a Bluebonnet Club where she introduces the bluebonnet books by doing a read aloud while students enjoy popcorn. She also hosts Chat and Chew where students eat lunch in the library and read books from different authors. She provides virtual author visits! This year she is bringing back our Library in Training program in which she teaches students librarian skills.

Reading and Writing celebrations with our Lucy Calkins curriculum were being implemented by every grade level. Our students enjoyed getting to highlight their learning and share their learning with parents, staff and other grade level students. Some examples of our celebrations were Book Tastings, Carving Pumpkins from How To writings and Camp-Ground Story-time are just a few!

We have had a higher teacher turn over rate this year for Cox Elementary, but still minimal compared to other schools. There were 5 teachers who left Cox Elementary because families were moving out of the area or going to another district, 1 teacher got out of education, 1 teacher transfered to another school in the district to go to a school closer to their home and we had 3 growth positions. We were able to fill our paraprofessionals in music and art. Currently, we are still understaffed in our PACEE unit and ECSE unit due to limited interest in the application pool.

As our district focuses on Social and Emotional Learning (SEL), our campus continues to build on the work we have put in place. We built in time every morning for classrooms to conduct morning meetings with students to develop that connection between the student and teacher, which we will continue this year. Our PTA renewed our Character Strong program that teachers are implementing into their Morning Meetings. This program also offers a weekly home challenge for our families to do. Teachers are getting to learn more and more about their students and students are building stronger bonds with their teachers. Morning Meetings are happening every morning incorporating the 4 components of Morning Meeting. We built in a 30-minute Cougar Time each day for teachers to work with their Tier students to close gaps last year. We do feel this helped tremendously with closing the gaps of our At Risk and Economically challenged students while providing others enrichment activities. We were able to put back in place a schedule that would allow for grade level teams to each lunch together.

Our community is very supportive of the school. Our leadership team is working on ways for our families to volunteer.

Demographics Strengths

Our campus is focused on building a culture of achievement through committed students, community, and staff. Due to the plan for the growing communities around the campus, we expect continual, consistent growth with young families from a variety of economical and educational backgrounds.

Teachers invest their time in getting to know our kids. We work together as a partnership between school and home to support the whole child.

Supportive parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As the academic and social-emotional needs of our student population continues to be an area of concern, we must ensure that our support systems match the needs of all students. **Root Cause:** Students at Cox Elementary are coming to us with a wide range of skill levels and school experiences (remote learning, homeschooling) that the staff must be prepared to respond to.

Problem Statement 2 (Prioritized): Our students who receive special services are not closing achievements gaps. **Root Cause:** Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	79%	89%	76%	87%	74%	88%	75%	81%	94%	92%	92%	97%	86%

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	77%	84%	85%	80%	75%	92%
% Met Growth Projection	52%	94%	75%	87%	79%	96%

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	n/a	n/a	15.1	17	10.2	12	7.5	9
Math	n/a	n/a	13.6	14	11.9	16	10.2	12

Student Learning Strengths

Teachers utilize our district coaches for continuous content learning in their PLCs

Fidelity of Morning Meeting to address the social-emotional needs of students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As the academic and social-emotional needs of our students continue to increase, we must ensure that our Tier I instruction addresses the needs of all students. **Root Cause:** At Cox Elementary, we have students who have various skills level and learning experiences.

School Processes & Programs

School Processes & Programs Summary

We recruit highly qualified and talented teachers at Cox Elementary. Teachers embrace high expectations for themselves and are committed to the success of their students, the school, and NISD. New teachers are provided with a mentor for two years and teachers new to Cox Elementary are provided a "buddy" for the year. The Cox mentor coordinator has developed a plan for frequent and intentional activities to promote and support the new teachers needs which will help them become an integral part of the Cox family. We had a very low teacher turn over from last year to this 2022-23 year. We take pride in taking care of our staff st they can take good care of their students. Our staff is committed to continuous improvement and will seek out professional growth opportunities.

We believe in the power of an aligned curriculum and our teams use intentional planning a a way to ensure every student is receiving dynamic learning experiences. Intentional PLC work is also an area that our staff continues to work towards. PLC's are used to look at analyze and give feedback on teacher, student work and read relevant articles for new learning.

Our leadership team consists of a Instructional Leadership Team. We also have a Campus Safety Team, Diversity Committee and SEL committee.

RTI, 504,and ARD committees meet to discuss the needs and progress of students.

Staff Recognition Programs Include; Thankful Thursdays, Staff Shout Outs in staff newsletter

We replaced 5 teachers due to a family move and work closer to where they live. We had 1 teacher transfer to another elementary campus in the district to be closer to where they lived and one teacher got out of education.

Grade levels plan together weekly. During these planning sessions, teachers discuss how the content of the lesson will be delivered. They plan high level questions, and look at ways to differentiate for the varying needs of students. This year, teachers will continue to incorporate the use of depth and complexity icons into their planning. There is also a focus on being more intentional with making sure lessons are rigorous, relevant, as well as engaging.

What programs provide intervention? Enrichment?

- Dyslexia Intervention - MTA
- Comp ed RTI Interventionists
- Relationship building with Morning Meetings
- RTI
- Cougar Time
- Character Strong Program

School Processes & Programs Strengths

Teachers work collaboratively with instructional coaches to design impactful learning experiences through content PD in PLCs, short cycles and writing previews.

Implementation of daily Morning Meetings

Celebrating students with our weekly Cougar Pride

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Meeting the learning needs of students receiving additional support through pullout while also providing quality Tier I instructions is very important. Campus administration and district personnel collaborate with teachers to provide appropriate supports to meet the individual needs of students. **Root Cause:** Some students receive support in special programs (504,Special Education, RTI, GT) which leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier I instruction.

Perceptions

Perceptions Summary

A culture of high achievement and performance for all learners is being fostered through the relationships within our entire school community which includes our students, staff, and parents. Cox Elementary focuses on developing the whole child (social, emotional and academic) by creating a strong campus culture that promotes student creativity and risk taking.Teachers learn through and with each other by participating in vertical PLC, and through professional feedback that promotes effective teaching practices and building relationships with students.

With a new PTA board, staff is building a positive relationship with PTA members and shows their support by sharing PTA events, becoming a PTA member and attending general PTA meetings.

We use our Cox Facebook pages to share what is happening on our campus and on the private grade level facebook pages. In addition, our teachers send weekly emails with their newsletters to keep parents well informed of students are learning in all content areas.

Perceptions Strengths

Our strength is in the cohesiveness of our staff. We had a low teacher turn-over rate which allows us to build and sustain culture and grow capacity in staff and students. Our staff take care of each other. Staff feels valued and appreciated by the administration and feels that their concerns are heard.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Annual recruitment of staff members results in a continued focus on learning processes, the needs and culture of the campus as well as state/district curriculum. **Root Cause:** We are a fast growth school .

Priority Problem Statements

Problem Statement 2: As the academic and social-emotional needs of our student population continues to be an area of concern, we must ensure that our support systems match the needs of all students.

Root Cause 2: Students at Cox Elementary are coming to us with a wide range of skill levels and school experiences (remote learning, homeschooling) that the staff must be prepared to respond to.

Problem Statement 2 Areas: Demographics

Problem Statement 1: As the academic and social-emotional needs of our students continue to increase, we must ensure that our Tier I instruction addresses the needs of all students.

Root Cause 1: At Cox Elementary, we have students who have various skills level and learning experiences.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Meeting the learning needs of students receiving additional support through pullout while also providing quality Tier I instructions is very important. Campus administration and district personnel collaborate with teachers to provide appropriate supports to meet the individual needs of students.

Root Cause 4: Some students receive support in special programs (504,Special Education, RTI, GT) which leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier I instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Annual recruitment of staff members results in a continued focus on learning processes, the needs and culture of the campus as well as state/district curriculum.

Root Cause 5: We are a fast growth school .

Problem Statement 5 Areas: Perceptions

Problem Statement 3: Our students who receive special services are not closing achievements gaps.

Root Cause 3: Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.

Problem Statement 3 Areas: Demographics

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Literacy: Cox Elementary will continue an increased emphasis on literacy across all grade levels and content areas

Evaluation Data Sources: The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:
PreK: End-of-Year Kindergarten Readiness Assessment
K-3: DRA; MAP
3-5: STAAR Reading passing level
UoS Reading & Writing Pre & Post Assessments
Imagine Math and Literacy

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement metacognition an annotation strategies in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in -understanding and comprehension -connections -purpose for reading **Staff Responsible for Monitoring:** Classroom Teachers Resource Teachers Administration	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Teachers will focus on content standards and vocabulary to actively engage students in academic discourse so they can critically read, write, and communicate in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student's content knowledge and comprehension **Staff Responsible for Monitoring:** Classroom teachers Resource teachers Interventionists GATES Teacher Admin	**Nov**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

Evaluation Data Sources: District Assessments
Walk-throughs
Teacher & Campus progress monitoring
Strategy group data
RTI data
Reading & Writing Conference notes/data
Vertical Alignment Look-Fors

Strategy 1 Details	Reviews			
Strategy 1: Improve Tier 1 instruction with intentional planning of vocabulary through Backwards Design.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 10% increased Mastery levels and improved learning for all students with an emphases on students receiving support services	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers Resource teachers Interventionists GATES Teacher Admin				
Strategy 2 Details	Reviews			
Strategy 2: Teachers provide opportunities for students to engage in academic conversations in all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in academic achievement	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All teachers Admin				
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: Cox Elementary will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Faculty and Staff Support: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

Strategy 1 Details	Reviews			
Strategy 1: All staff will participate in a campus book study, focusing on a chapter each month through the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in self-efficacy, increase in staff-student relationships	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Cox Elementary will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Ensure retention of a highly effective staff by enhancing the social-emotional effectiveness of our environment.

  Evaluation Data Sources: Well-Checks with Leadership and Grade Levels
  T-TESS BOY and EOY Meetings

Strategy 1 Details				Reviews			
Strategy 1: Teachers will participate in peer walkthroughs to improve their professional practice and collective efficacy.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in self-efficacy				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin							
Strategy 2 Details				Reviews			
Strategy 2: Incorporate the learning from the professional development from Thomas Van Solen, centered around feedback.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in staff social-emotional well being				**Nov**	**Jan**	**Mar**	**May**
Positive school climate and environment							
Staff Responsible for Monitoring: Admin							
All Staff							
^{0%} No Progress ^{100%} Accomplished ➡ Continue/Modify ✗ Discontinue							

Goal 3: Cox Elementary will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Equity and Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details	Reviews			
Strategy 1: Implement learning from the campus book study that expands our own cultural lens to the cultural differences that impact learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased campus culture, increased involvement of diverse families, and community of respect and appreciation of all. **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Cox Elementary will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Cox Elementary will improve the partnership with parents and our community to enhance overall learning experiences for all students

    Evaluation Data Sources: Parent & Community engagement
Surveys
Raptor data

Strategy 1 Details		Reviews			
Strategy 1: Increase volunteer opportunities for families and community that are purposeful based off campus need.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased connectiveness, volunteer opportunities, and positive community culture		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Implement "Mouthy Monday" across the campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Common language between school and home Connecting/bridging parents with student learning at school Equipping families with the tools to engage in these meaningful conversations for sustainable change. **Staff Responsible for Monitoring:** SEL Committee Counselor		**Nov**	**Jan**	**Mar**	**May**

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Addendums

WAYNE A. COX ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.   **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.   **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.   **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data: Close achievement gaps by implementing explicit and systematic academic vocabulary across all content areas.   -65% projected growth target in MAP   -60% of our LEP population will meet APPROACHES level in diagnostics, benchmarks and STARR   -10% increase of students will meet MASTERY level in diagnostics, benchmarks and STARR

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:
-Based on MAP data, we noticed a disparity between grade levels and content due to the lack of intentional vocabulary instruction in all content areas.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers	**If we** explicitly and systematically teach academic vocabulary;
and Meaning Makers.	**And if we** engage in planning both as a team and vertically to ensure alignment in academic vocabulary;
These layers to our map will help us improve our Instructional Challenge	**And if we** provide opportunity for our students to engage in academic discourse;

(POP) this year: **Then these are the changes we expect to see in ourselves and our students:** We should see an increase in students on or above grade level DRA and an increase in students meeting projected growth MAPs.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?

- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Vertical PLCs		All Staff Quarterly	Meeting dates and feedback from grade levels
Utilizing Lead4Ward Vocab Strategies	All Staff Weekly		Evidence of student discourse in work samples
Implement "Mouthy Monday"	Staff/Parents Weekly		Evidence of at home conversations

Northwest Independent School District

Granger Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Kay Granger Elementary School Vision

Students at Kay Granger Elementary will leave prepared for middle school through the implementation of effective instructional practices, relevant assessments, progressive technology, and measurable accountability standards.

Kay Granger Elementary School Mission

At Granger Elementary, kids come first. Our campus is dedicated to fostering a rigorous and challenging learning environment where students are encouraged to take personal responsibility and pride in their school, community and the world around them.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
63.%	19%	9%	2,73 %	29.17%	13 %	10 %	8 %	5.87 %	13.39%	6.69%	27 %	9.25%	0

Kay Granger Elementary School employs 50 teachers, who have been with the school an average of 10+ years. The teachers average 15 years of experience in teaching. The school currently has 750 students with a student to teacher ratio of 22-1. The special education department has 4 teachers. Kay Granger Elementary School also employs 4 educational paraprofessionals. 100% of teachers are highly qualified

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	87%	92%	80%	85%	78%	91%	80%	75%	90%	93%	83%	88%	90%

STAAR Results for 21 and 22 show we are trending upward in student achievement. The only area that we dropped was in fourth grade math.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	97%	80%	78%	75%	85%	86%
% Met Growth Projection	68%	85%	68%	82%	93%	89%

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading			14	15.6	11	10.3	7	7.4
Math			14	13.6	15	11.8	11	10.3

2nd grade students in this chart were in first grade last year, so Observed and Expected growth isn't unavailable until M.O.Y. The number included below is what 2nd grade students average in per subject and per STAAR Standard

Language Arts: Reading   Math

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	112	21	18.8%	39	34.8%	22	19.6%	30	26.8%
3	139	22	15.8%	27	19.4%	43	30.9%	47	33.8%
4	116	7	6.0%	43	37.1%	27	23.3%	39	33.6%
5	124	7	5.6%	27	21.8%	39	31.5%	51	41.1%
Total	491	57	11.6%	136	27.7%	131	26.7%	167	34.0%

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
2	114	20	17.5%	49	43.0%	29	25.4%	16	14.0%
3	141	8	5.7%	59	41.8%	42	29.8%	32	22.7%
4	118	11	9.3%	52	44.1%	34	28.8%	21	17.8%
5	124	5	4.0%	36	29.0%	47	37.9%	36	29.0%
Total	497	44	8.9%	196	39.4%	152	30.6%	105	21.1%

 MAP Data shows that we are performing better in math than reading. Our mastery level performance is trending upward in reading.

Demographics Strengths

Demographic Strengths:

Diverse educator experience across the campus ranging from zero years to over 30 years of experience.

District provided support of an Instructional Technology Coach, an ELA coach, a math coach, an EB coach, a Sp.Ed coach, and a Behavior Interventionist

Due to the continued increase in the number of dyslexic, Tier 3, and EB students, we have three Intervention Specialists on campus. We will continue to have this support for the 2022-2023 school year. Two of our intervention teachers will only work with our dyslexic students, and one is designated for our MTSS Tier 3 and EB students.

We have one GATES teacher on campus full time and one GATES teacher here one day a week.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are performing below the state average in math. 71% of students with an IEP did not pass. **Root Cause:** Teachers and staff are in need of additional training, and resources to meet the needs of all students. Teachers feel the pressure to teach grade level TEKSs because of the assessments that are given by the state even though students are performing at a lower level.

Problem Statement 2: Students are unaware of their academic progress and their goals to achieve growth measuring at least one academic year. **Root Cause:** Individual goal setting has not been a priority in the last couple of years. Student data indicates a need for increased Tier One instructional strength in math and reading for all learners.

Problem Statement 3: Our African American and Hispanic students are performing below the district average in math. 40% of our African American students did not pass math. 30% of our Hispanic students did not pass math. **Root Cause:** Student mobility rate has increased in the last two years. Our number of Hispanic and African American students has also increased over the last two years.

Student Learning

Student Learning Summary

Student Learning

There are multiple sources to measure student achievement. Granger Elementary utilizes the STAAR, CBA data, MAP data, campus assessments, universal screeners, and other quantitative/qualitative measures.

2022 TEA STAAR Accountability Rating- Kay Granger Elementary - B Rating with an 89.

2021-2022 STAAR Data- 82% passed the reading 79% passed the math, 77% passed the writing STAAR and 80% on the Science STAAR. Based on our historical data, our students are performing lower than past years in almost all areas. When compared to the district, our students consistently perform at a higher level, but this year most areas were consistent with the district average. Distinctions were earned for Science.

As noted in our STAAR data, we are noticing a downward trend in the performance of our economically disadvantaged students, our African American and Hispanic students, and our students serviced through special education. Our problem of practice this year will center on this need as well as focus on flexible grouping, student goal setting, and small group instruction. Student achievement will increase when the needs of the students are met through intentionally planned lessons that support an increase in cognitive demand and intentionally designed lessons to meet the needs of all of our students.

DRA Data K-2

- *Kinder decreased the percentage of students making a year's worth of growth from 88% in 2020 to 79% in 2021, and 68% in 2022. First grade also decreased the percentage of students demonstrating a year's worth of growth from 93% in 2020 to 88% in 2021, and to 68% in 2022.*

The staff at KGE are committed to student achievement and believe that it begins with relational capacity. KGE is a data driven campus. Student progress is reviewed on a bi-weekly basis in our professional learning communities (PLC) meetings. The weekly PLC meetings guide classroom instruction.

The staff has worked collaboratively with one another in PLCs, vertical teams, and grade level planning sessions to increase their understanding and knowledge of identifying student's strengths and weaknesses. MAP Assessment was implemented three years ago which helped teachers target areas of weakness and close achievement gaps.

To monitor student performance, teachers are also required to do the following:

- *Progress Monitor individual student progress*
- *Incorporate a daily 30 minute WIN(What I Need)*
- *Participate in the Campus Learning Team Cycles with admin as scheduled*
- *Attend and participate in the Vertical Team Meetings*
- *Participate in the MTSS process with an emphasis on the prescriptive intervention piece for students*
- *Be an active member in the Google Classroom which is set up for teachers to submit team agendas/PD reflections/data reviews/ and lesson plans*

Comparison STAAR Math Data

		KAY GRANGER EI 2019 Grade 05 Math	2022 Grade 05 Mathematics ,	Change 2019-2022
	N #	136	133	-3
	Appr	97	88	-9
	Meet	86	59	-27
All	Mast	58	32	-26

		KAY GRANGER EI 2019 Grade 04 M	2022 Grade 04 M	Change 2019-2022
	N #	121	134	13
	Appr	87	75	-12
	Meet	69	48	-21
All	Mast	48	25	-23

		KAY GRANGER EI 2019 Grade 03 M	2022 Grade 03 N	Change 2019-2022
	N #	120	119	-1
	Appr	93	85	-8
	Meet	68	51	-17
All	Mast	38	25	-13

When comparing STAAR scores over a three-year period, we are seeing a significant decrease in the percentage of students passing across all content areas, but especially in math. This year we will spend more time on the NISD instructional framework to make sure we are planning for the needs of our ever-changing learners.

Student Learning Strengths

Student Strengths

- Met standard on STAAR 2021-2022 in all areas: student achievement, student progress, closing performance gaps, and postsecondary readiness
- Earned distinctions in science.
- Mastery Level in 4th grade reading increased by 5 points
- 4th grade EB students are performing significantly higher in reading in the meets and masters levels.
- 3rd grade economically disadvantaged students performed 13 points higer than our third graders in 2019 n the approaching area. They also increased the mastery level performance by 23 points.
- Our special education students scored 21 points higer in the apporaching category in reading than our students in 2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. **Root Cause:** While instruction may be designed around the students' strengths and weaknesses we know our teachers need more support with implementing small group instruction and flexible grouping.

Problem Statement 2 (Prioritized): PLCs need to continue to be structured to focus on teacher work, student work, and data that will support the needs of all learners. **Root Cause:** Inconsistency across grade levels has led to PLCs needing to be restructured. ILT leaders will continue to lead PLCs. We will train the new staff on the PLC process so that our PLCs can be consistently implemented in all grade levels.

Problem Statement 3: Despite some gains in academic success, achievement gaps still exist within our subgroups. **Root Cause:** :Special populations of students identified as ELL and SPED have been under performing which may signal a need for increased expectations as well as differentiated professional development for teachers in order to meet the needs of all student groups.

School Processes & Programs

School Processes & Programs Summary

The following structures and/or processes are utilized to help our campus improve instruction and student achievement in order to meet our goals:

Campus Learning Walks- Campus Learning Walks are teams of campus admin, teachers and at times, district coaches that walk classrooms looking for evidence supporting the campus instructional focus. Data is gathered from the district provided walk-through forms to calibrate, plan for next steps and build teacher capacity in content.

Depth & Complexity Framework- We are moving into our fifth year of Depth & Complexity implementation. This year we are taking a differentiated approach to the PD teachers will be receiving on the framework.   PD will be focused around the icons, imperatives, task statements and Depth of Knowledge. Opportunities to plan and model lessons incorporating the icons will be provided throughout the year to build capacity in the knowledge base and execution of the framework in lessons.

Vertical Team Meetings- Vertical PLCs will continue to take place once a month to provide an opportunity to collaboratively discuss and share best practices as well as check for TEKS alignment across content areas.

Utilizing teacher leaders to plan and deliver campus PD- Teacher efficacy will continue to increase this year because many of our teachers are asking and/or volunteering to lead PD or committees.

House Teams started four years ago with teachers. House leaders consist of grade level representative who help the entire school launch the house system for the students. The Granger Essentials is being implemented to help support our campus wide behavior management plan. Students were sorted three years ago and the point system in being implemented to reinforce positive behavior this school year. Parents will receive notification with a positive report from the school when a student receives a point.

MTSS process – We will continue to implement a prescriptive intervention process where teachers utilize the MTSS committee to best plan for the needs of learners. This year we will continue to support PLCs in how to utilize the PLC structure to support the MTSS learners.

Organizational Structure on campus- We are divided into 2 teams. ILT and OLT. These structures allowed for more teachers to have a voice as well as build collective efficacy.

Moms on a Mission- assists teachers in the classoom by reading and working with students.

Watch Dog Dads continues to be a visible presence on campus. The watch dogs have a great group who continue to do whatever is needed for our students and staff.

School Processes & Programs Strengths

According to our recent Energage survey the campus feels they are well informed about decisions and feel there is good interdepartmental cooperation. The survey shows that the leadership cares about their concerns and is there to help them learn and grow. Roles are clearly defined in our organization. Teacher leaders on the campus are empowered to fulfill their professional responsibilities with their individual teams and provide an opportunity to influence their peers who are in similar roles.

We have a low teacher turn-over rate which allows us to build and sustain culture and grow capacity in staff and students. We also have a very strong volunteer base, averaging some 10,000 volunteer hours a year indicating strong parent/community support. We received the NISD volunteer campus of the year award. We have developed many opportunities for parents to serve on campus and opportunities to celebrate their children's successes.   As a re-designated National School of Character and a Promising Practice recipient, character education continues to be a strength and focus on our campus with weekly character lessons, a consistent morning meeting structure and parent education opportunities. During the Wrangler Round Ups each nine weeks students are awarded for academics, as well as, character.

Parents feel welcome on campus. Teachers are supported by the instructional coaches

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Energage survey indicates that the staff feels like they are well informed by the district. The survey also indicates that they feel like the principal listens to their concerns, but didn't express the same level of support when asked about district level support. **Root Cause:** Teachers work tremendously hard and want to feel heard and appreciated by all stakeholders. The negative attention on public schools is weiging heavy on educators.

Problem Statement 2 (Prioritized): Instructional coaches need to be utilized consistently on our campus. **Root Cause:** The impact of instructional coaches has varied in effectiveness on our campus. With the need to meet the diverse needs of our students we will need their support and instructional expertise more frequently.

Perceptions

Perceptions Summary

Our school is located in the middle of 3 neighborhoods and is truly a community school. We have a very active parent support base evidenced by the number of volunteers hours we log each year. We have many opportunties for parents to volunteer at the school: PTA, JA , WATCH D.O.G. Dads, MOMS (Moms on a Mission, tutors, library, Winter Fest, Turkey Trot, Running Club etc... Parent and Community Engagement Strengths 1. Number of parents involved on campus
2. Number of opportunities for parents to volunteer 3. Small attendance zone lends proximity to school for all parents.

As a National School of Character and two time Promising Practice recipient, character education continues to be a strength and focus on our campus with weekly character lessons, consistent morning meeting structure and parent education opportunities which focuses on a specific character trait. During the Wrangler Round Ups Assembly each nine weeks students are awarded for academics, as well as, character.

At Granger Elementary, kids come first. Our campus is dedicated to fostering a rigorous and challenging learning environment where students are encouraged to take personal responsibility and pride in their school, community and the world around them. At Granger, we believe that each member of the Granger learning community has a commitment to:

Participate actively and responsibly in his or her own learning;

Support parent-teacher-student relationships that enable success in learning;

Understand and appreciate each other as individuals with special interests, aptitudes, and the ability to learn and experience success;

Develop in all students a sense of personal and social responsibility through demonstrated service to others;

Experience and value education as a lifelong process;

Effectively teach to addresses the needs of the whole child.

Our efforts over the last few years to increase student attendance have not achieved the results we had hoped in comparison to comparable schools.

Perceptions Strengths

Our strength is in the stability of staff. We have low teacher turn-over rate which allows us to build and sustain culture and grow capacity in staff and students. We also have a very strong volunteer base, averaging some 10,000 volunteer hours a year indicating strong parent/community support. We have developed many opportunities for parents to serve on campus and opportunities to celebrate their children's successes.

Feedback from parents is positive. We often receive positive emails from parents or community members about our teachers or students.

Families recieve weekly emails from classroom teacher and monthly newsletters from the campus. We have strong and positive social media presence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school shutdowns due to COVID-19 that started in the spring of 2020 reduced instructional and learning time, which impeded student performance, with varying impacts on different groups of students. **Root Cause:** Academic learning loss is evident. Students are displaying negative behaviors due to not being in school or experiencing trauma during the shutdown.

Problem Statement 2 (Prioritized): School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Problem Statement 3: The demographics at Granger have changed over the years due to high mobility. **Root Cause:** New students have brought diverse needs that teachers and staff are unfamiliar with.

Priority Problem Statements

Problem Statement 2: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs.

Root Cause 2: While instruction may be designed around the students' strengths and weaknesses we know our teachers need more support with implementing small group instruction and flexible grouping.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Our Energage survey indicates that the staff feels like they are well informed by the district. The survey also indicates that they feel like the principal listens to their concerns, but didn't express the same level of support when asked about district level support.

Root Cause 5: Teachers work tremendously hard and want to feel heard and appreciated by all stakeholders. The negative attention on public schools is weiging heavy on educators.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: PLCs need to continue to be structured to focus on teacher work, student work, and data that will support the needs of all learners.

Root Cause 3: Inconsistency across grade levels has led to PLCs needing to be restructured. ILT leaders will continue to lead PLCs. We will train the new staff on the PLC process so that our PLCs can be consistently implemented in all grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Instructional coaches need to be utilized consistently on our campus.

Root Cause 4: The impact of instructional coaches has varied in effectiveness on our campus. With the need to meet the diverse needs of our students we will need their support and instructional expertise more frequently.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 1: School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures.

Root Cause 1: As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 28, 2022

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Granger staff will continue to be intentional and purposeful in meeting the social and emotional needs of our students by addressing tier two and tier three social/emotional needs.

Evaluation Data Sources: Morning Meetings, Classroom Guidance Lesson Plans, Small Group Intervention Counseling, Satchel Pulse Student Survey, Purposeful People Partner School, Parent Survey, House Mentors(staff, grades 3-5)/Mentees (K-2), House Council Leadership Training, Individual Student Planning, Practical Parent Education Sessions, School Programs

Strategy 1 Details	Reviews			

Strategy 1: Consistently implement the PurposeFULL People program during morning meetings which addresses the SEL components needed to meet the needs of our students at Granger.
    Strategy's Expected Result/Impact: This will create a risk free learning environment in which students are challenged to become independent thinkers who take ownership of themselves and their goals.
    Staff Responsible for Monitoring: All Staff
	Formative			Summative

	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			

Strategy 2: Implement the Granger Essentials, Granger House System, and character-building to align with the district's imperative on SEL learning.
    Strategy's Expected Result/Impact: Character Development
Student responsibility and efficacy
Increased self-awareness - students will manage emotions, set and achieve goals, demonstrate empathy for others, establish and maintain positive relationships, and make responsible decisions.
    Staff Responsible for Monitoring: All Staff
	Formative			Summative

	Nov	Jan	Mar	May

Strategy 3 Details	**Reviews**			
Strategy 3: The House Leadership Team will meet once a month to discuss the implementation of character development in morning meetings and during House Meetings. An increased emphasis on the district and state's SEL learning will be incorporated in SEL guidance lessons and student-led morning announcements. House leaders and officers will incorporate meeting students' SEL needs through outreach and mentorship opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Character Development will address the social and emotional needs of our students and connect these competencies to their learning and academic achievement. **Staff Responsible for Monitoring:** All staff				

Strategy 4 Details	**Reviews**			
Strategy 4: House Council members will receive leadership training and continue to focus on leading the campus in providing service-learning projects for all students to participate in throughout the year. House leaders and officers will design four projects based on the character traits of their individual houses. Leaders will organize, implement, and assess each project after its completion.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Opportunities for leadership and mentorship. The House System creates a positive learning environment and provides a sense of inclusion and engagement for all students. It also builds a strong sense of community, creating smaller communities within the larger community, where students can make stronger bonds and connections. **Staff Responsible for Monitoring:** Student Council Sponsors				

Strategy 5 Details	**Reviews**			
Strategy 5: A comprehensive school counseling guidance program will be used to address the social and emotional needs of the students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Character and SEL development. Students will learn about self and social awareness, relationship skills, responsible decision making skills, self-management, and personal well-being. This will impact their confidence, sense of belonging, and relationships, thus improving student performance and increasing our campus goals. **Staff Responsible for Monitoring:** Counselor Admin				

Strategy 6 Details	**Reviews**			
Strategy 6: Based on the grades 3-5 Satchel Pulse student self-assessment, teacher recommendations, and parent concerns, students will be provided opportunities to participate in small-group counseling to meet their social and emotional needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Small group counseling provides students with a safe setting to help				

increase their self awareness and improve their cooperation and communication skills. During the process
children learn from one other, giving them the skills necessary to adapt to life's changes.
Staff Responsible for Monitoring: Counselor
Classroom Teachers
Admin

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Support struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve their full potential.

Evaluation Data Sources: MTSS Documentation
Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: 100% of classroom teachers will meet monthly to analyze data and monitor progress of students identified through MTSS.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of students receiving Tier 2 and Tier 3 instruction will show growth on weekly or bi-weekly progress monitoring in Frontline's eStar system. **Staff Responsible for Monitoring:** Administration, MTSS interventionist, and Classroom Teachers					
Strategy 2 Details		Reviews			
Strategy 2: 100% of teachers supporting Tier 2 and Tier 3 identified students will design specific intervention plans using district-provided resources and programs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will show calculated growth in the focus area of the targeted intervention. **Staff Responsible for Monitoring:** Administration, MTSS Interventionist, Classroom Teachers					
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue		

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Ensure all demographic groups will meet or exceed the state target in mathematics, particularly the African American , Hispanic, and economically marginalized demographic groups.

  Evaluation Data Sources: STAAR

Strategy 1 Details				Reviews			
Strategy 1: Engage in continuous improvement processes to address "Domain 3: Closing Performance Gaps" indicators: analyze STAAR data, determine root cause, identify strategies, and implement a plan.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy 2 Details				**Reviews**			
Strategy 2: 100% of math teachers will design a Student Learning Objective and will monitor BOY, MOY, and EOY and adjust instruction to ensure student growth in the area of mathematics.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
0% No Progress		100% Accomplished	→ Continue/Modify		✕ Discontinue		

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: By May 2023, the percent of students making one year or more growth in reading will meet or exceed 50% as measured by the district MAP assessment

Strategy 1 Details		Reviews			
Strategy 1: Professional Learning Community meetings to look collaboratively at how to address student needs as reflected by the assessment data. **Staff Responsible for Monitoring:** Campus Administration, Content Teachers, and Specialists		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy 2 Details		**Reviews**			

Strategy 2: Administer BOY, MOY, EOY Reading Level Assessments and MAP checks to monitor growth..
    Strategy's Expected Result/Impact: Measure of Academic Progress (MAP) Assessment; Reading and Level Assessments
    Staff Responsible for Monitoring: Campus Administrators, Content Teachers, Support Staff
		Formative			**Summative**

		Nov	Jan	Mar	May
Strategy 3 Details		**Reviews**			

Strategy 3: Progress monitor all tiered students - Tier II students (monthly) & Tier III students (bi-weekly) using MAP and Reading Level Assessments.
    Strategy's Expected Result/Impact: MAP, LLI- Reading Levels and Running Records will show growth.
    Staff Responsible for Monitoring: Campus Administrators
Support Staff
Content Teachers
		Formative			**Summative**

		Nov	Jan	Mar	May
Strategy 4 Details		**Reviews**			

Strategy 4: Implement Data Talk protocols and goal-setting processes with students using MAP data in 2nd-4th grade. K and 1 will use DRA data for student goal setting.
    Strategy's Expected Result/Impact: Students will be able to articulate their goals and be responsible for their learning.
    Staff Responsible for Monitoring: Campus Administrators
Support Staff
Content Teachers
		Formative			**Summative**

		Nov	Jan	Mar	May

Strategy 5 Details	Reviews			

Strategy 5: Analysis of assessment data during PLCs. . We will review CBA data the Thursday after administration with a focus on analyzing errors to identify patterns and misconceptions.
    Staff Responsible for Monitoring: Campus Administrators
    Support Staff
    Content Teachers
    ELA Coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 5: By May 2023 the percent of students making one year or more growth in math will meet or exceed 50% as measured by MAP assessment.

Strategy 1 Details		Reviews			
Strategy 1: Review Fall MAP Growth Math data with teachers		**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda, digital copies shared with teachers will look at areas of strengths and weaknesses to improve instruction.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Content Teachers, Support Staff, Math Coach					

Strategy 2 Details		Reviews			
Strategy 2: Using Fall MAP data, identify Tier 2 and Tier 3 students and targeted interventions		**Formative**			**Summative**
Strategy's Expected Result/Impact: Intervention Plans will give teacher a guide to help close the achievement gaps.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Math Content Teachers, Support Staff Campus Administrators					

Strategy 3 Details		Reviews			
Strategy 3: On-site follow-up support and training with MAP teacher trainers, Dr. Brittany Holmes and Erin Johnson - Instruct teachers in the use of specific MAP reports to identify student Zone of Proximal Development, determine skill deficits, and how to use the information to support students in goal setting for growth.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Scheduled coaching days and materials (October & January/February) will provide additional support for teachers.					
Staff Responsible for Monitoring: MAP Trainers Campus Administrators					

Strategy 4 Details		Reviews			
Strategy 4: Monitoring of student growth using monthly formative assessment data, CBAs, and MAP (benchmark and progress monitoring) data in all grade levels.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Math Content Teachers, Support Staff, Campus Administrators					

Strategy 5 Details		Reviews			
Strategy 5: Analysis of assessment data during PLC meetings. We will review data the Thursdays after administration each month with a focus on analyzing errors to identify patterns and misconceptions. **Staff Responsible for Monitoring:** Math Content Teachers, Support Staff, Campus Administrators, Math Coach		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy 6 Details		Reviews			

Strategy 6: Teachers review MAP data with students and help them set growth goals.
    Strategy's Expected Result/Impact: Student documented growth goals will be consistently monitored to help students make the gains needed to meet their expected growth.
Assessment Data
    Staff Responsible for Monitoring: Content Teachers
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**May**

Strategy 7 Details		Reviews			
Strategy 7: Progress monitor Tier 2 and Tier 3 students every month **Staff Responsible for Monitoring:** Math teachers and support staff		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy 8 Details		Reviews			
Strategy 8: Provide intervention resources and professional development for teachers **Staff Responsible for Monitoring:** Math Coach- Delilah Ziegler Campus Administration Classroom teachers		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: In order to promote a culture of collective efficacy, our teachers will participate in the hiring process by being a part of the interview team. We look for teachers that fit our campus beliefs and place an emphasis on building positive relationships with students and colleagues.

    Evaluation Data Sources: Employee feedback from ENERGAGE survey, staff retention each school year, teacher attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Promote a positive school culture through recognition of teachers each Friday on the announcements. These are peer nominations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in staff morale and positive school culture.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Admin Team				

Strategy 2 Details	Reviews			
Strategy 2: Students have the opportunity to recognize teachers and staff through the Purpose"Full" People program. Based on the lesson presented the students celebrate teachers across the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and staff feel appreciated and valued by the students which increases staff morale.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Administration and Counselor				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Teachers at Granger Elementary will take an active role in their own professional growth which will build self efficacy and result in a positive school culture and climate. In order to promote a culture of collective efficacy, our teachers will meet in Professional Learning Communities consistently with support and collaboration with all stakeholders. This will ensure retention of highly motivated staff members.

Strategy 1 Details				Reviews			
Strategy 1: All teachers plan and use differentiated instructional strategies and will review student work to measure progress. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leads Teachers Support Staff				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy 2 Details				Reviews			
Strategy 2: Grade level PLC and Vertical PLC schedule to allow time for teachers to meet and collaborate on designing differentiated instruction and looking at student work while focusing on student engagement. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leads Teachers Support Staff				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Granger Elementary will use a variety of media to communicate campus news. Staff will utilize social media, including Instagram and Facebook as a tool to communicate important information. Parent Square will be the main source for communication.

Evaluation Data Sources: emails, web-pages, twitter feeds, and newsletters
Parent survey

Strategy 1 Details	Reviews			
Strategy 1: In partnering with our PTA, Granger will host various campus events and encourage parent participation. For example: Granger University, PTA Reflections, Coffee with the Principal, PurposeFULL people parent sessions, and Grade level performances.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parent enrollment in PTA, volunteer hours, attendance of parents and community members at events **Staff Responsible for Monitoring:** Admin Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Student, Staff, and Stakeholder Safety: Granger will ensure that every student, staff member, and guest on campus is in the most controlled and safe environment possible.

Evaluation Data Sources: Parent Survey
Student Survey
Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Conduct Safety and Security training sessions with campus staff. All staff received the CRASE training. Weekly safety checks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Impact all students, staff, and community members. Teachers will receive tools to help them respond to an active shooter event. **Staff Responsible for Monitoring:** Operational Leadership Team, Admin Team Watch Dog Dads Staff				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: Diversity: Granger Elementary will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Evaluation Data Sources: Parent Survey
Student Survey

Strategy 1 Details		Reviews			
Strategy 1: We will continue to build our classroom libraries with books about different cultures.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To promote cultural awareness and respect. Help our students understand and respect similarities and differences. **Staff Responsible for Monitoring:** Librarian Classroom Teachers Counselor Administrators		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		**Reviews**			
Strategy 2: Each year KGE has a unique week. This year we will highlight students on our campus from different countries.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of the different cultures in our school.		**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Addendums

GRANGER ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

KGE 2022-23 Campus Goal(s)

Utilize informal and formal assessment data to design instruction to meet the varying needs of all students so that 65% will reach the projected growth on MAP and 65 % of Special Education students will meet approaches level in diagnostics, benchmarks and STARR.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)
All Subjects												
Percent of Tests												
At Approaches GL Standard or Above	89%	74%	80%	93%	86%	95%	-	100%	84%	83%	85%	41%
At Meets GL Standard or Above	65%	49%	52%	70%	71%	69%	-	50%	52%	54%	58%	17%
At Masters GL Standard	39%	25%	30%	42%	57%	51%	-	38%	33%	25%	31%	4%

ELA/Reading											
Percent of Tests											
At Approaches GL Standard or Above	93%	78%	87%	96%	*	100%	-	*	89%	90%	92%	60%
At Meets GL Standard or Above	74%	53%	62%	80%	*	84%	-	*	65%	62%	65%	29%
At Masters GL Standard	49%	25%	39%	54%	*	60%	-	*	43%	29%	35%	7%

Mathematics												
Percent of Tests												
At Approaches GL Standard or Above	84%	66%	72%	89%	*	92%	-	*	76%	76%	81%	26%	89%
At Meets GL Standard or Above	55%	47%	38%	60%	*	60%	-	*	37%	43%	50%	10%	63%
At Masters GL Standard	28%	19%	16%	32%	*	40%	-	*	24%	19%	27%	2%	26%

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

We will focus on intentional planning utilizing the NISD Instructional Framework for activities with differentiation and collaboration to meet the diverse needs of all of our students

Theory of Action
(Anchored in the NISD Instructional Framework)

	If we plan instruction to meet the needs of tier one students and intentionally design small group intervention for our tier 2 and tier 3 students to close achievement gaps
We are Map Makers	**And if we give specific, meaningful, relevant and timely feedback to students on a consistent basis to help guide their learning and mastery of goals.**

and Meaning Makers.

And if we collaborate in PLCs to discuss evidence of student progress, celebrate successes, determine reteaching needs, and develop strategies for

These layers to our map will

help us improve our
Instructional Challenge

(POP) this year:

differentiation.

Then these are the changes we expect to see in

ourselves and our students:

Then 65% of our students will meet expected growth as measured by MAP and 65 % of Special Education students will meet approaches level on STARR.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
PLC Planning	Teachers across campus	Every other week	KGE PLC Plan Agendas Administrators involved in PLC meetings

Vertical PLC's for modeling and follow up on the process	Teachers across campus	Once a month	Agendas Google Doc to house action items and checkpoints
Learning Walks on Campus (Walkthrough Wednesdays)	Teachers andAdmin Once a quarter		Walk through feedback
Student Goal Setting	Teachers and Students Checkpoints after assessments Varies by grade level		Student Goal Sheets, student involvement in theirARDS/504s/ parent conferences

Northwest Independent School District

Haslet Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
55%	20%	13%	2%	9%	24%	16%	7%	9%	6%	6%	29%	10%	4

Demographics	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	685	479	479	512	742	881
ECD	13%	19% (93)	22 % (110)	19% (102)	19% (149)	24 (202)
Sped	8%	14%	15% (73)	15% (78)	12% (91)	16 (142)
Hispanic	11%	18%	17%	18% (93)	20% (155)	20 (171)
African American	12%	9%	9%	11% (58)	13% (97)	13 (119)
Asian		1% (5)		2% (8)	2% (21)	9 (78)
ELL	5%	4% (18)	4% (18)	3% (19)	5% (37)	6 (55)
GT	9%	11%	7% (33)	5% (28)	4% (34)	6 (53)
At Risk	26%	23%	34% (165)	20% (105)	21% (160)	29 (259)
504			8% (36)	7% (40)	8% (61)	7 (61)

As the enrollment at Haslet has rapidly increased over the past 3 years, so have the subpop groups. With this growth, comes the increase of academic needs. We have seen a significant increase in many of our subpop groups.

Demographics Strengths

As we grow, so does our diverse population with unique backgrounds that we can all learn from.   We are trying to grow our staff to reflect the diversity of our students as well. Our students and teachers are learning and working together with others who look and sound like them and also from others who are different. This has created a more inclusive culture. It has also resulted in more instructional collaboration of our General Education staff with the ELL coaches, Special Education team, parents, and C & I department, to better serve students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our school community is not familiar with the diverse and cultural backgrounds of many of our new students. We want them to feel included and celebrate their differences. **Root Cause:** The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds that teachers are not as familiar with.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2021 5th Grade Science	2022 5th Grade Science
% Approaches	60%	70%	66%	68%	65%	73%	69%	65%	87%	84%	83%	83%	75%	76%

(DRA Data)-BOY 2022

	K	1	2	3	4	5
% On/Above Reading Level	100%	56%	60%	79%	78%	84%
% Met Growth Projection	53%	65%	88%	86%	92%	98%

Our data at Haslet, shows a significant decline in achievement since 2019. This can be attributed to COVID closures, online learning, and gaps in instruction. We have discovered that many of our new students over the 2 years, during the Haslet explosion of growth, have come from states or districts where they were in remote learning for a very long time. Fortunately, we are seeing an increase in our data from 2021 to 2022. Early literacy is an area where we are finding students come to us with large gaps, which requires urgent intervention. We are also focusing on our Special Education population to really push them to make at least 1 year or more of expected growth.

Student Learning Strengths

- Teachers have a growth mindset and are frequently collaborating with support staff to better differentiate for student needs & learning- GT, Sped, Interventionist, Instructional & ELL coaches.
- Our campus implements PBIS to create a culture that is conducive to learning.
- Social-emotional learning is consistent during Morning Meetings each day from 7:40-8:00 am.
- Eagle Time- daily intervention time with intentional small group instruction.
- Teachers plan and guide small group instruction daily, targeting RTI goals
- We have strong parent and community support.
- District curriculum coaches plan and model frequently to support teacher & student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are seeing growth & celebrations in our data since our our "Covid-gap", but still have a concerning number of students not meeting expectations in our EOY data. **Root Cause:** Students are missing foundational skills in reading and math. (gaps in learning)

School Processes & Programs

School Processes & Programs Summary

Haslet is operated through the collective efficacy of teams.

ILT (Instructional Leadership team): this team evaluates & monitors campus-wide data, analyzes achievement gaps, and is an instructional leader for each team/grade level. Together, they lead and help make decisions that will support student & teacher growth. Our ILT includes leaders with various backgrounds and expertise to allow collaboration and partnerships with gen ed, special ed, library, GT, fine arts, and counselors.

OLT (Operational Leadership team): this team evaluates procedures, safety, and campus culture. Together, they lead and make decisions to improve our organization and better connect our students, staff, families, and communities.

PLCs 2x month: We have grade level and vertical PLCs monthly to continuously review data & curriculum and make instructional adjustments.

Student Leadership Crew: These students are actively involved in leading processes and procedures. They helps students and teachers before school and after-school. They also provide feedback to us for decision-making.

Committees: This year we have implemented teacher committees to provide intentional opportunities for increased campus culture, support, and extracurriculuars.

- PBIS/SEL-plan, model, and monitor our SEL and PBIS implementation
- Spirit-celebrate & recognize student achievements & growth & to recognize and celebrate diversity, build a positive campus culture, welcome new families
- Sunshine- create & celebrate a positive staff culture and help all feel they are important to Haslet
- Social Media Club- tell "our story" through different social media platforms & ways to effectively communicate with families & community
- Student Leadership- empowering student throughout the school in different leadership capacities

School Processes & Programs Strengths

- Ultimate book challenge, art club, running club, Choir, cup stacking comp, Coding Club, UIL, and DI have always had great participation.
- Every grade level sponsors a service-learning projects that our entire school actively participates in.
- Problem solving block in math is student led, with math problems that are relevant/real-world.
- PLCs allow us to focus on data and instruction that supports the students. We share successes and discuss the HOW. Aligned curriculum resources along with diverse strengths of team members.
- Use of content area coaches to help increase the instructional capacity of teachers.
- Collaboration through RTI had developed a culture of OUR students, not MY student.
- We have a VERY active PTA, parent volunteers, and Dudes on Duty who can be found in our building several days a week. Our staff has 100% participation in our PTA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While we have many resources for teachers to access to meet students' academic needs, we are less familiar with ways to better support the various social-emotional & behavioral needs of our students. **Root Cause:** Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Perceptions

Perceptions Summary

Haslet is home, it is a safe place, and families feel welcome.   Learning is student-driven. We meet students where they are academically and their interests. According to our previous parent survey, communication is a strength. This strength has helped with developing a strong sense of "community/partnership" in the school. Families enjoy coming to school events and we always have VERY successful attendance at all events.

We reach out to families and staff for feedback and collaborative decision-making.

We have a large student participation in after school activities and volunteering; however we have a small population that cannot due to working parents or lack of transportation or parents are not engaged in school.

Our last Ennergage survey shows that our staff feels our strengths are: meetings are a good use of time. we operate by strong values, and our culture is inclusive & supportive. The areas of needed growth are: believe NISD is going in the right direction, NISD enables me to work to my full potential, and new ideas are encouraged at NISD.

Our last OHI data shows communication and autonomy are strengths at Haslet. Teachers feel 2 way communication is respected and their input is valued. In addition, our teachers feel they have autonomy to make decisions and believe they have the tools and resources to be successful. Our teachers support one another and are willing to what it takes for our students to be successful. This past year few years, we have been very "Goal-focused" and there has been a "shift" in the level of "buy-in" towards our goals. This focus has given clarity behind our "Why" and help us stay on target with our improvement plan as our community continually grows and changes.

Perceptions Strengths

Our greatest strength, is families and staff feel we are working TOGETHER to support all students. This year, our PTA is partnering with us to work towards achieving a "School of Excellence". This will help us determine areas to work on together with our PTA, to support students beyond academics.

Our strengths on the Ennergage will be leaned on this year, to try and improve the "focus areas". If we are supporting & collaborating (our biggest strengths), new ideas and professional growth should be encouraged and celebrated.

Our ILT, OLT, and committees are all focused on their own goals, yet all decisions are focused around how to best support the "whole student" and our staff, to be highly effective.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The staff is not seeing how their work & innovation is meaningful to student success. **Root Cause:** We are not being intentional enough in PLCs, to identify and recognize the impact of instruction on student growth and achievement.

Priority Problem Statements

Problem Statement 3: Our school community is not familiar with the diverse and cultural backgrounds of many of our new students. We want them to feel included and celebrate their differences.

Root Cause 3: The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds that teachers are not as familiar with.

Problem Statement 3 Areas: Demographics

Problem Statement 1: We are seeing growth & celebrations in our data since our our "Covid-gap", but still have a concerning number of students not meeting expectations in our EOY data.

Root Cause 1: Students are missing foundational skills in reading and math. (gaps in learning)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While we have many resources for teachers to access to meet students' academic needs, we are less familiar with ways to better support the various social-emotional & behavioral needs of our students.

Root Cause 2: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 4: The staff is not seeing how their work & innovation is meaningful to student success.

Root Cause 4: We are not being intentional enough in PLCs, to identify and recognize the impact of instruction on student growth and achievement.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Focus on Literacy across all content and grade levels: Haslet Elementary will provide meaningful reading & writing learning opportunities, ensuring 90% of all students will be on or above grade level by end of the year.

Evaluation Data Sources: Monthly progress monitoring of reading levels
PreK EOY Kinder Readiness Assessment
K-2 % of Students Reading and Writing on Grade level
3-8 STAAR Reading Passing level
Data from MAPS and Imagine Literacy
UoS Reading & Writing Pre & Post Assessments

Strategy 1 Details	Reviews			
Strategy 1: Through PLC cycles, use data to adjust and drive targeted instruction through reading and writing "strategy" groups and math groups, during the work period, daily Intervention Time ("Eagle Time"), after school tutoring, and HLOs (Home Learning Opportunities).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased reading, writing, and math performance for all students increased support from parents increased amount of time spent reading at home in appropriate leveled books **Staff Responsible for Monitoring:** Teachers and Admin **Funding Sources:** Leveled library books - 199 General Fund - $3,500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, closing gaps, so students reach their highest potential. (10% increase in number of students who meet/exceed 1 yr of growth. At least 65% of students will achieve MEETS on STAAR, diagnostics, and district assessments.)

Evaluation Data Sources: District Assessments
Walk-throughs focused on Depth & Complexity
Teacher & Campus progress monitoring
Strategy group data
RTI data
Reading & Writing Conference notes/data
Vertical Alignment Look-Fors

Strategy 1 Details	Reviews			
Strategy 1: Systematically progress monitor student progress to inform small & whole group instruction and utilize data to intentionally plan through Backwards Design.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 10% increase in number of students who meet/exceed 1 yr of growth. At least 65% of students will achieve MEETS & at least 60% of Special Education population will achieve APPROACHING on STAAR, diagnostics, and district assessments. **Staff Responsible for Monitoring:** Teachers and Admin **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Intentional instruction and application of academic vocabulary throughout reading, writing, and speaking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 10% increase in number of students who meet/exceed 1 yr of growth. At least 65% of students will achieve MEETS & at least 60% of Special Education population will achieve APPROACHING on STAAR, diagnostics, and district assessments.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: classroom teachers, admin **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: We are seeing growth & celebrations in our data since our our "Covid-gap", but still have a concerning number of students not meeting expectations in our EOY data. **Root Cause**: Students are missing foundational skills in reading and math. (gaps in learning)

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Provide teachers with meaningful learning opportunities that support district & campus goals throughout the year.

    Evaluation Data Sources: Retention Data
Staff Surveys
Mentor Program Surveys & Feedback
Classroom Observation Data

Strategy 1 Details		Reviews			
Strategy 1: Teams will actively participate in 2 PLCs per month that complete a cycle of responding to data, planning assessment & instruction, and addressing the 4 questions of PLCS.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased self-efficacy, increased collective-efficacy, celebrations of student growth, collaboration & targeted instruction for continued progress & achievement.
    Staff Responsible for Monitoring: Admin, ILT, Counselor, and Mentor Coordinator
 	
    Problem Statements: Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for teachers to collaborate and learn from one another with targeted classroom observations, to better support the diverse needs of our growing demographics through PLCs, campus learning walks, and committees.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Teachers observe another classroom at least 2x/year
Increased self-efficacy
Increased instructional knowledge
Increased knowledge of the how to better recognize & support differences in others
    Staff Responsible for Monitoring: Admin, ILT, Mentor Coordinator
 	
    Problem Statements: Demographics 1					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is not familiar with the diverse and cultural backgrounds of many of our new students. We want them to feel included and celebrate their differences. **Root Cause**: The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds that teachers are not as familiar with.

Perceptions

Problem Statement 1: The staff is not seeing how their work & innovation is meaningful to student success. **Root Cause**: We are not being intentional enough in PLCs, to identify and recognize the impact of instruction on student growth and achievement.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Improve social-emotional needs of students, by focusing on needs determined by student feedback and diverse needs of campus.

Evaluation Data Sources: Satchel Pulse Surveys
Discipline records
RTI data

Strategy 1 Details		Reviews		
Strategy 1: Intentionally plan learning targets and teach lessons during morning meetings and small groups, to support students beyond academics. (social skills, coping strategies, character traits)		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased campus culture, increased self-awareness, and community of respect and appreciation of all. **Staff Responsible for Monitoring:** Teachers, Counselor, Admin, PTA **Problem Statements:** Demographics 1					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is not familiar with the diverse and cultural backgrounds of many of our new students. We want them to feel included and celebrate their differences. **Root Cause**: The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds that teachers are not as familiar with.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Haslet will continue to partner with parents and our community to enhance overall learning experiences for all students, by focusing on needs indicated on PTA survey.

    Evaluation Data Sources: Parent & Community engageme
PTA School of Excellence Surveys
Raptor data

Strategy 1 Details	Reviews			
Strategy 1: Increase opportunities for families to have a "glimpse" inside our building, via Seesaw, Facebook, Twitter, and weekly emails. Provide "partnering" opportunities with families- Dudes on Duty, classroom volunteers, reading buddies, and HLOs (home learning opportunities).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased academic and social-emotional support by our families Increased connectiveness, volunteer opportunities, and positive community culture.
    Staff Responsible for Monitoring: ILT, Admin, Teachers, Counselor
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We are seeing growth & celebrations in our data since our our "Covid-gap", but still have a concerning number of students not meeting expectations in our EOY data. **Root Cause**: Students are missing foundational skills in reading and math. (gaps in learning)
School Processes & Programs
Problem Statement 1: While we have many resources for teachers to access to meet students' academic needs, we are less familiar with ways to better support the various social-emotional & behavioral needs of our students. **Root Cause**: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Leveled library books		$3,500.00
				Sub-Total	$3,500.00

Addendums

HASLET ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

Student Achievement Goals:
- 10% increase of students that meet/exceed projected growth from Beginning of Year to End of Year as measured by MAPs & iReady
- 65% of students will be successful at the MEETS level on all diagnostics, benchmarks and STAAR assessment.
- 60% of our Special Education populations will be successful at the APPROACHES level on all diagnostics, benchmarks and STAAR assessments
- 90% of K-2 students will meet end of year expectations & 1 year of growth per DRA

Professional Goals:
Intentional Planning 2 PLCs per month will focus on analyzing data in order to complete intentional planning & instruction (backwards design for ALL students)

Partnering with students and parents: setting goals, students knowing their data, and sharing those with parents.

Explanation: Our rapid growth & increase in diverse subpops, has shown a decrease in our ability to narrow achievement gaps. We see the need to build students' ability to make meaning and apply their learning across content areas:
- Student achievement has not reached pre-pandemic levels.
- Diverse student demographics
- Growing student population and staffing as a result of rezoning- LOTS of change

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

In order to achieve our goals, we need to improve:
- systematic progress monitoring that will inform & adjust instruction
- backwards design intentional small group & whole group instruction
- Student goal setting to increase ownership of learning
- Academic vocabulary- modeling and increasing the instruction through reading, speaking, and writing

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers.	**If we,** Know our student data, curriculum, and assessments. (1 to 2 PLCs focused on looking at student data/completing data cycle)
	And if we,

These layers to our map will help us improve our Instructional Challenge (POP) this year:	Intentionally plan through backwards design for the needs of all students
	And if we, partner with all staff, parents, and students to set & achieve student goals.
	Then these are the changes we expect to see in ourselves and our students: ● Teachers, Students, and Parents will be more consciously competent ● Student discourse using academic vocabulary in reading, writing, and speaking ● Students & Staff achieving our goals

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
PLC's 101/Norms	Team Leads and Admin	Back to school PD and also during first PLC's	Agendas, Data, PLC Planning Calendar

BD 101	Team Leads, Admin, and District Coaches ELA- Bass, Slawinski Math- Burkart	Back to school PD , first PLC's with district coaches	Agendas, Student Data, PLC Planning Calendar
Vertical PLC's for modeling and follow up on the process	Teachers across campus	Twice a semester	Agendas, Student Data, PLC Planning Calendar
Learning Walks on Campus (Walkthrough Wednesday)	Teachers and Admin	Twice a semester	Agendas, Student Data, PLC Planning Calendar, QR code feedback
Student Goal Setting	Teachers and Students	After BOY MAPS assessment, after school whole group and a PLC	Student Goal Sheets, student involvement in their ARDS/conferences
Parent Training: (curriculum night, Lunch and Learn, Blurbs/videos in newsletters, parent square)	Teachers, Admin, PTA, Team Leaders	Lunch and Learn- once a nine weeks (first aid CPR, Behavior/ADHD//SEL , Reading, Math) Curriculum Night- September 13th	Newsletters, attendance to meetings
At home learning opportunities (HLO) 4 opportunities for the week decided by grade level	Teachers, students, and parents	Starting BOY	
Differentiation- instructional and behavioral	Teachers, Admin, District Staff	Back to school PD- Behavior Lunch and Learn- strategy groups, math groups, guided reading Counselors- SEL trainings and then sharing with students in guidance	Student Data, PLC Planning Calendar

Northwest Independent School District

Hatfield Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

W.R. Hatfield Elementary School Vision

W. R. Hatfield will prepare its students to be future ready and life long learners by leading in the development of problem solving skills and necessary strategies that are critical in achieving personal goals.

W.R. Hatfield Elementary School Mission

The mission of W. R. Hatfield Elementary is to provide a safe and nurturing community where diversity is celebrated, mutual respect among adults and children is practiced, and where parents and caregivers are seen as valued partners in helping all children achieve academic excellence.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
42%	25%	18%	3%	9%	28%	13%	6 %	5%	8%	10%	27%	23%	3%

Hatfield Elementary School is a Pre-Kindergarten through 5th grade campus, home to 600 students and 61 staff members. The campus is centrally located within the Northwest Independent School District (NISD) and serves families who live in a rapidly-growing area north of Fort Worth. NISD, the fastest growing school district in north Texas, is situated in the northwest corridor of the Dallas-Fort Worth metroplex and spans three counties (Tarrant, Denton, and Wise) and 14 diverse municipalities. The district's fast growth and proximity to the booming Alliance business corridor have led to an increasingly diverse student population.

Demographics Strengths

* Positive community and parent support

* Talented, dedicated staff committed to students' well-being and academic progress

* Energetic, diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not every student at Hatfield is making a year's academic growth or are not closing existing achievements gaps quickly enough. **Root Cause:** There are some students that are not being challenged to reach their full academic potential.

Student Learning

Student Learning Summary

STAAR performance, 2021 and 2022:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	80%	88%	80%	80%	55%	86%	63%	78%	80%	82%	87%	80%	71%

With the exception of 3rd grade math and 5th grade math, Hatfield students' STAAR scores were markedly higher on the 2022 assessment when compared to the year prior. Most notable strong improvement in 3rd grade reading (+8%), 4th grade reading (+31%), and 4th grade math (+15%).

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	59%	55%	67%	81%	80%	86%
% Met Growth Projection	44%	65%	51%	83%	84%	91%

Hatfield students, particularly those in Kinder through second grade, struggled to meet enof-of-year expectations in reading achievement.

MAP Growth Data

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.7	12.0	11.4	14.0	8.7	12.0	7.1	6.0
Math	15.5	13.0	13.6	17.0	12.0	14.0	10.4	10.0

Student Learning Strengths

Hatfield has made tremendous strides in improving the quality of instruction in the upper grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not every student at Hatfield is making a year's academic growth or are not closing existing achievements gaps quickly enough. **Root Cause:** There are some students that are not being challenged to reach their full academic potential.

Problem Statement 2: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause:** Students come to Hatfield with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

School Processes & Programs

School Processes & Programs Summary

Hatfield provides intervention support for struggling readers. All students utilize Imagine Literacy and ImagineMath, online programs tailored to meet and track individual student needs. Our Special Education teachers continue to push in/co-teach to support our sub-pops. Teachers utilize our district ELA and Math coaches to support instructional planning. Grade-level teachers work collaboratively through our PLC process to identify struggling students by TEK and then provide targeted small-group interventions for groups of students. Compensatory Education Funds are also utilized to provide additional support to at-risk students, particularly those who do not meet grade level achievement on diagnostic assessments in reading and math.

We provide enrichment classes for our Gifted/Talented students as well as pull-out enrichment for other high-achieving students. Students also have opportunities to extend their learning through UIL, Destination Imagination, Leadership Club, and Ultimate Book Challenge.

School Processes & Programs Strengths

* Hatfield students solve complex problems each day during Problem Solving Block. Teachers have taken the initiative to tailor the PSB to their students' needs.

* Teachers also work collaboratively with instructional coaches to design impactful learning experiences.

* Students have used Imagine Literacy and ImagineMath with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As the school continues to grow, Hatfield administration must continue to aggressively seek out motivated, talented educators who share our vision of providing highly engaging learning experiences to our students. **Root Cause:** Staff members who do not subscribe to the engaging, energetic culture we are creating will be more likely to leave the district.

Perceptions

Perceptions Summary

Hatfield Elementary is a caring, family community. Our students do a great job of living out and honoring our Hatfield Essential 25. Staff members support each other and work hard to educate the whole child. We have implemented Morning Meeting with full fidelity in an effort to emphasize social-emotional learning. We have also returned to holding a weekly all-school assembly on Monday mornings where we celebrate birthdays, welcome new students, discuss the character trait of the month, and honor Cougars with Character on a grade-level basis.

Perceptions Strengths

Hatfield continues to build a culture based on kindness and acceptance. We have re-branded our grade-level character awards as "Cougars with Character" to more closely tie our student honors to the character traits we are emphasizing. Every six weeks (starting with the second grading period), each grade level will honor two students per classroom who have lived out the focus character trait. These students will be recognized during the Monday assembly and will also receive a Cougar with Character window decal.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As the school continues to grow, Hatfield administration must continue to aggressively seek out motivated, talented educators who share our vision of providing highly engaging learning experiences to our students. **Root Cause:** Staff members who do not subscribe to the engaging, energetic culture we are creating will be more likely to leave the district.

Problem Statement 2: We have an obligation to our students, staff, and community to provide a safe learning environment.

Priority Problem Statements

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Hatfield Elementary will improve student achievement and close learning gaps through quality Tier 1 instruction and intensive, targeted interventions. Specifically,

* 70% of 2nd through 5th grade students will meet or exceed their Projected Growth Measure on all MAP assessments.

* 1st and 2nd grade students will achieve at least one year's DRA growth. Additionally, 80% of 1st and 2nd grade students who are below the DRA grade-level expectation at BOY will achieve more than one year's growth.

* 85% of kindergarten students will achieve a DRA level of 6 or higher.

> **High Priority**
>
> **Evaluation Data Sources:** MAP assessment data
> DRA results

Strategy 1 Details	Reviews			

Strategy 1: Each grade level team will engage in an intentional lesson planning process that focuses on a clear learning target, robust student discourse, an engaging task, and frequent check for understanding.
    Strategy's Expected Result/Impact: Improved Tier 1 instruction
    Staff Responsible for Monitoring: Principal, AP
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: Grade level teams will use a cycle of progress monitoring and goal setting to track students' DRA levels and achievement on TEK mastery.
    Strategy's Expected Result/Impact: Improved student achievement and self-efficacy
    Staff Responsible for Monitoring: Principal, AP, team leaders
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Grade level teams will use "Cougar Time" to provide below-level students with targeted instruction designed to close learning gaps. **Strategy's Expected Result/Impact:** Improved student achievement	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal, AP, team leaders

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Hatfield Elementary staff will ensure all students are ready to learn each day by providing strong Social Emotional Learning supports.

    Evaluation Data Sources: Satchel Pulse
    MAP assessments
    DRA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will faithfully use Morning Meetings teach, model, and reinforce important SEL readiness skills and work habits.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal, AP, counselor				

Strategy 2 Details	Reviews			
Strategy 2: Staff will use established reinforcement systems - Goal Getters, House points, Cougars with Character - to recognize strong character and work habits.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal, AP				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Continue to cultivate positive school culture

High Priority

Evaluation Data Sources: OHI
Energage
Internal surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement an internal survey, given three times during the school year, to gauge staff perceptions of school culture	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved teacher retention Improved OHI and/or Energage results **Staff Responsible for Monitoring:** Principal, AP	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Hold a "PLC Party" once per nine weeks to assess each grade level team's progress toward becoming a high performing team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased team harmony Increased collective efficacy **Staff Responsible for Monitoring:** Principal, AP, team leaders	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Institute a series of administrator classroom observations that focus on data collection, feedback, and alignment to student achievement results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement Increased teacher efficacy **Staff Responsible for Monitoring:** Principal, AP	**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Plan and implement a series of staff appreciation events	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved OHI/Energage results Improved internal survey results	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal, AP, office manager

0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Hatfield Elementary will work to re-engage families in events that took a backseat during the COVID-19 pandemic.

Strategy 1 Details		Reviews			
Strategy 1: Working together with our PTA, plan one family event each month (Literacy Night, STEM Night, etc.).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater community engagement will lead to a larger number of family members becoming PTA members as well as new candidates for PTA board next year **Staff Responsible for Monitoring:** Principal, AP		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Implement a WatchDOGS program		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in playground discipline incidents; improved survey results on questions regarding safety and community involvement **Staff Responsible for Monitoring:** Principal, AP, counselor		**Nov**	**Jan**	**Mar**	**May**
Strategy 3 Details		Reviews			
Strategy 3: Implement a volunteer process where stakeholders can assist teachers with classroom tasks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: A minimum of 2 volunteers per week each week of the year; **Staff Responsible for Monitoring:** Principal, AP		**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Improve both the quantity and quality of communications with community stakeholders

Strategy 1 Details		Reviews			
Strategy 1: Provide families with a glimpse into Hatfield's daily happenings through social media posts and daily announcements		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of volunteers, increased PTA participation, improvement on community survey responses **Staff Responsible for Monitoring:** Principal, AP		**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Addendums

HATFIELD ELEMENTARY SCHOOL
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan..

2022-23 Campus Goal(s)

- 70% of **2nd through 5th** grade students will meet or exceed their Projected Growth Measure on all MAP assessments.
- All **1st and 2nd grade** students will achieve at least one year's DRA growth. Additionally, 80% of 1st and 2nd grade students who are below the DRA grade-level expectation at BOY will achieve more than one year's growth.
- 85% of **kindergarten** students will achieve a DRA level of 6 or higher.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)
We will strive for consistent implementation of instructional systems and structures (intentional planning, goal setting, rigor) to increase student achievement results by May 2023.

Theory of Action	
(Anchored in the NISD Instructional Framework)	
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we engage in an aligned, intentional LESSON PLANNING regimen that focuses on three critical elements from the NISD Instructional Framework – learning targets, high level questions, and formative assessment;**
	And if we engage in a consistent PLC CYCLE that focuses on reviewing assessment data and analyzing student work samples;
	And if we cultivate collective efficacy and illuminate effective instructional strategies through structured PEER OBSERVATIONS;
	Then we expect to see students making academic progress that will allow us to reach our campus goals.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Communicate lesson planning non-negotiables (learning targets, high level questions, formative assessment) to TLs	Mahler, Terrell, TLs	August 2022	Mahler (1st, 3rd, 5th) and Terrell (kinder, 2nd, 4th) will monitor lesson plans throughout the year for fidelity Mahler and Terrell will also sit in on lesson planning sessions as availability allows
Schedule PLC days on campus calendar Create PLC Menu to assist TLs in planning agendas TLs will complete the PLC Journal for each meeting	Terrell Mahler TLs	August 2022 September 2022 September 2022	Mahler and Terrell will sit in on PLCs as available. Mahler and Terrell will review PLC Journal notes to ensure agendas include impactful topics from the PLC menu

Create peer observation schedule	Mahler, Terrell	November 2022	Observation cycle will include pre- and post-observation meetings b/t observer and observee to discuss look-fors

Northwest Independent School District

Hughes Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

J. Lyndal Hughes Elementary School Mission

The J. Lyndal Hughes Elementary School community is dedicated to providing a nurturing and engaging learning environment to meet the diverse needs of every child. Hughes Elementary is committed to developing excellence in all areas: socially, emotionally and academically.

Vision

J. Lyndal Hughes Elementary School Vision

Preparing today's learners for tomorrow's world by instilling in every student the 21st century skills, attitudes, and self-confidence for personal success.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

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Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 24, 2022

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
50%	17%	13%	3%	7%	33%	20%	13%	12%	12%	13%	38%	33%	0

Teacher retention/recruitment/experience:

In a typical school year at Hughes, we have 1-3 teachers that leave the campus to stay home with children or move to a better fit position. In the spring of 2022, Hughes Elementary had a total of 27 teachers and support staff move to leadership positions within NISD, transition to another NISD campus to be closer to home due to inflation and gas prices, or leave the field of education to earn a higher salary. Hughes was able to hire experienced staff from neighboring districts that brought instructional strengths to the campus. Each team is balanced with experienced teachers and new teachers.

Teacher/Student Ratio:

Pre-K-20:1

Kindergarten-22:1

First Grade-22:1

Second Grade-22:1

Third Grade-22:1

Fourth Grade-24:1 (Enrollment is higher in this grade level, so the ratio is higher.)

Fifth Grade-22:1

Early Childhood Special Education-10:1 (1 teacher and 3 paraprofessionals)

PACEE-9:1 (1 teacher and 3 paraprofessionals)

SLC-11:1 (1 teacher and 3 paraprofessionals)

4 special education teachers and 2 K-5 special education paraprofessionals

J. Lyndal Hughes Elementary opened in 2005 and strives to always keep kids at the heart of every decision. **We currently have 659 in-person students**. All of our remote students returned to in-person learning except 1 student that went to K-12 online learning. Our number of students from economically disadvantaged families receiving free or reduced lunch increased from 21.3% to 26.9%. We are anticipating that this percentage will increase because we have 2 more apartment complexes in our attendance zone that were newly built last year and are government subsidized. We were recognized at the state level as a School Transforming Learning from the Texas Visioning Institute, a Leaders R Us student leadership award recepient from TEPSA 4 years in a row, and a National School of Excellence from the PTA for 2 years in a row.

J. Lyndal Hughes is home to 35 general education classroom teachers, 7 special education teachers, 3 electives teachers (Art, Music, and P.E.), 3 intervention support (Intervention Specialist) teachers, 1 RtI/ELL specialist, 1 gifted and talented teacher, and 1 media specialist. We also have 9 special education paraprofessionals and plan to get 2 more sped paras for our SLC & PACEE units due to increasing student numbers, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionists and attendance clerk. We have 9 support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. Our average years of experience is 7 compared to 10.4 in NISD and years of experience on campus is 6 compared to 5.0 across the district (data source: 2019-2021 TAPR). Students participate in 135 minutes of physical education weekly in addition to 30 minutes of recess daily. Students in grades 3-5 participate in the TX Fitnessgram annually.

We have several components in place for staff recognition such as Kudos in our newsletter, "Shout Out" option embedded in our weekly staff newsletter for staff to complete using a Google form, Starfish Award where parents/students/staff members nominate an educator that goes above and beyond to support students, Staff in the Spotlight is where staff recognize one another to be displayed on campus, group/team luncheons, a Sunshine committee with close to 20 members to spread cheer, Staff Ambassador events, and special awards ceremony celebration at the end of the year where each staff member receives a specialized award. We also recognize instructional efforts where we share the success of others. Handwritten notes from administration to staff is another crucial part of recognizing staff. This year a form was sent out to invite staff to get plugged into Hughes. We have 5 staff members that are being developed as Instructional Facilitators and will help to lead campus PD. It is very important to the campus admin that the Hughes staff be lifted up, valued, and celebrated.

We are in our fourth year of the Character Cabin system where our students focus on postive behavior intervention (PBIS). We focus on the six character traits of respect, responsibility, fairness, citizenship, caring, and trustworthiness. We are also including the petals of the SEL flower created by our NISD team of stakeholders. We have vertical cabin meetings each quarter and build strong teams together. The entire staff provides positive behavior supports using a campus Dojo system. The cabin that has the highest points wins for the year wins a prize of extra time on the bounce houses and pizza on field day. We have witnessed great success with this program. Excitment continues to grow with this PBIS system. We have implemented a positive behavior system in the cafeteria the last few years that encourages good choices. Students earn Hawk Bucks when they are caught in the cafeteria making a good choice. The students write their name on the Hawks Bucks and enter it in a grade level drawing that is held every Friday on the announcements. The winner from each grade level comes to the office for a prize like a bubble gum chewing party, bubbles party, gaming time, etc. Our campus-wide PBIS system has been strengthened because our PBIS committee has been recognizing areas of need and creating solutions. The campus admin has included another positive reinforcement this year with different color pom poms to be placed in cabin tubes at the front of the school. The first tube to be filled to the top wins a trip for all of the students in the cabin. We continue to focus on good choices and the data shows that behavior has improved as a result.

We have a standard set of rules with visuals for our students for the hallways, bathrooms, cafeteria, and other common areas. We have student leadership members that model good behavior for other students. Our school counselor has helped to lead the PBIS committee and has incorporated a new character curriculum to enrich our character education program. This is the 3rd year that Hughes has had a designated Morning Meeting time on the master schedule from 7:40-8:00 and have witnessed an increase in student ownership in the learning.

J. Lyndal Hughes recognized family and community involvement as a crucial component. We have already had a large turnout with several hundred students attending our community events in September at the community park. We have hosted a curriculum night/parent partnership night for families to attend and have included food trucks to help families with dinner that evening. We are also bringing more community events to get parents and the community involved. Our campus participated in the BNHS homecoming parade, a community Trunk or Treat on October 22nd, 2 book bingo events to help students build personal libraries at home, and family math nights. We want our community to know that they are welcome to our outdoor events. Due to APEX fundraiser this 2022-2023 school year, all of our family events will be free to our families and community.

Our weekly campus newsletters provide ways that parents can help their children at home. We publicize all of the district training such as Love & Logic parent training in the newsletters. We celebrate the gains we have experienced in attendance at our community events. Our Parent Teacher Association has grown in numbers every year. We won the Fast Start 2022-2023 award for quick PTA membership growth. The PTA membership for this year has increased from 37 members last year to 95 members at this point in the school year. A huge increase! We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our nine week student celebrations. We have increased our number of extracurricular opportunities for students. Our parent participation at the events has steadily increased over the last few years. We are a diverse campus with 16 languages spoken by our families. We have three staff members that are bilingual and support the campus with parent education meetings/trainings. We utilize SeeSaw, Twitter, Facebook, School Messenger, and campus/class newsletters for communication with home.

Our teacher and parent surveys indicate a positive culture is actively growing at Hughes. Our 2022 staff ENERGAGE survey was high for Hughes with several positive comments from the staff about the campus culture.

 Attendance rate 96% - needs to be up to 98%

The following populations are represented on the campus:

- Male-49%
- Female-51%
- White-57%
- Hispanic-22%
- Af. American-12%
- Asian-5%
- Pac.Islander-4%

Student Services:

- Limited English Proficiency (LEP)-70
- 504-72
- Special Education-105

Professional Development, Resources, and Implementation at Hughes Elementary

- Targeted inclusion goals are implemented using K-5 resource teachers to design more specific inclusion goals and to utilize Dolch sight words, Units of Study for Reading/Writing/Phonics by Lucy Calkins, and color levels of LLI to work on specific reading skills such as fluency, comprehension, word analysis, and reading comprehension. Our interventionists are serving students with dyslexia with the MTA program. They were trained last summer to implement this summer. A 3rd Interventionist was added for this 2020-2021 school year to support our growing population of dyslexic students. An RtI/ELL specialist was added for this school year. 2021-2022

- Special education teachers met on three different Thursday afternoon PD sessions to create a common definition of inclusion versus resource together. We discussed what these looked like and sounded like in the general ed setting and resource setting. We also discussed what it looked like in ECSE, PACEE, and SLC. We continue to make improvements to our special education programs to meet the variety of needs. The principal's goal is to increase our scores for our special education students in the area of math because the special education students are not making the anticipated growth. Additional funds will be used to help strengthen our special education programming.

- Stacey Parker, Kris Kelly, Amelia Bowler, Michelle Hancock, and Micah Gierkey are utilized to support PD on our campus, coach teachers in the PPCD, PACEE, SLC, and resource classrooms.

  Meranda Poer is our special education lead teacher on the campus and works hard with each sped team to ensure that students are receiving adequate services. She works

closely with Stacy Hamby (school diagnostician) and Dee Brazell, ARD facilitator to evaluation student progress.

- The special education students are tracked every quarter where the resource teachers and administration met to discuss each student and discuss growth. This tracking is done during our Quarterly Curriculum Reviews at each quarter.

- District ELA/Math/Technology/ELL/RtI coaches are utilized at the campus to model instruction, support planning, implementation of resources, progress monitoring, and PLCs.
- An additional SLC unit has been added to the Hughes campus due to the growing needs of the special education population that require additional support.

Demographics Strengths

- Hughes Elementary has a strong teaching staff with a range of experience from 1-37 years of experience. The majority of the staff has experience of 6 years or more. There is a large group of teachers in our 10-20 years of experience. We do have 3 first year teachers this year and all have been provided with mentors. Our new to NISD, but have experience staff members have been provided with buddies.
- The campus goal is to build capacity in teachers and help them grow professionally. Many of the teachers from Hughes are now leaders in the district at different campuses and at the district level.
- The campus has a low teacher turnover rate with only a first grade teacher leaving in 2019-2020 school year to teach closer to home and three paraprofessionals moving out of state for job purposes. The 2021-2022 school year had a higher turnover rate; however, Hughes was able to hire experienced teachers to replace teachers that transitioned to new roles.
- 75 students currently are in RtI. There are 46 students in Tier II and 29 students in Tier III. Students that have been at the Tier III and are not responding to intervention are then tested to better identify any learning difficulties. Students that qualify receive more support from the special education team along with continued support from classroom teacher.
- Students have grown from 60% below grade level to 21% below grade level at MOY and 10% below at EOY for our first graders. This is significant growth due to targeted literacy instruction.
- Our 2022 staff Energage survey had some of the highest scores in the district for the staff feeling valued.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our reading and math scores on STAAR in spring of 2022 were lower than expected, thus increasing the number of students in RtI and receiving intervention support through HB4545. **Root Cause:** In the spring of 2020, students missed in-person instruction due to COVID19. Students received remote instruction at the beginning of the 2021-2022 school year and absences were higher due to the pandemic. Attendance is linked to student achievement and when there is not consistent attendance, there is a learning loss.

Problem Statement 2: The economically disadvantaged student population at Hughes has grown by more than 10% from 23% in 2021-2022 to 34% in 2022-2023. **Root Cause:** During COVID 19, families did not have to complete the free/reduced lunch forms because these meals were provided for free to all families. Since 2020, two new apartment complexes opened within the Hughes attendance boundaries that have subsidized housing, more families are living with one another due to job loss or family changes, and inflation has risen significantly.

Problem Statement 3: Our special education population had a significant decrease in math STAAR scores. **Root Cause:** During COVID19, we had a high percentage of special education students that were served in the remote learning environment. These students require instruction in multi-sensory instructional methods that are not conducive to the remote environment.

Student Learning

Student Learning Summary

94 students are currently in RtI (Response to Intervention)

73 of the 94 are identified as At-Risk The cut scores are from reading assessments, students that fail STAAR, Early Reading indicators for K-3 and STAAR for 4-5th grade

Here is the current breakdown of students in RtI per grade level:

Kinder-10

First-20

Second-28

Third-27

Fourth-16

Fifth-23

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	61%	76%	57%	69%	62%	69%	55%	55%	72%	75%	60%	62%	64%

Students in grades 3-5 are making more gains in reading than math. The district and campus continue to focus on content literacy and train students how to utilize different reading strategies for different types of texts. The scores in m8ath will increase when students understand what they are reading in math and how to answer what the question is asking.

DRA Data for Spring 2022

	K	1	2	3	4	5
% On/Above Reading Level	89%	79%	72%	80%	75%	90%
% Met Growth Projection	67%	91%	86%	91%	78%	97%

A few years ago, kindergarten students were leaving kindergarten reading on a level 4 or higher. Our campus goal was to get students to a DRA level 8 because our research showed that when students were reading on a level 8 at the end of kindergarten, there was little regression over the summer. Last year, 67% of the students met the goal of 4. We will continue to try to get students to level 8 because our data for the beginning of this year does show regression over the summer. The other grade levels did have growth. 4th grade had lower scores because we had several teachers in one classroom last year, so the students did not grow as much as expected. Hughes has a plan in place to support the students in 5th grade to close the instructional gaps.

Student Learning Strengths

The Hughes master schedule has an embedded "Hawk Time" to provide research-based instructional strategies as part of HB4545 and best practices to close learning gaps for students. In grades 2-5, students that are in Tier 2 and Tier 3 are seen 3-4 times per week for 30 minute sessions by the classroom teacher and a teacher on the grade level team or by an interventionist or special education teacher. The progress for this type of intervention will be tracked over the entire school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to our MAP data in math, our special education and our economically disadvantaged students in grades 2-5 had the highest percentage for not meeting the grade level standard at the beginning of the year. Our special education students are significantly lower than other student populations at Hughes Elementary. **Root Cause:** We had a high percentage of special education students that were being taught in the remote setting. We know that attendance is linked to student achievement and many times the students were not engaged in the learning. Also, many of the remote students would have benefited more from multisensory instruction which is not a viable option in a remote setting.

School Processes & Programs

School Processes & Programs Summary

To recruit the best teachers for the J. Lyndal Hughes Elementary campus, the applicants teach a lesson for the interview panel. The applicants are given a TEK and must design a lesson to teach the panel. The TEK is provided to the applicants about a week before the interview. This interview strategy has allowed high quality teachers to be hired for the campus. We are able to retain high quality teachers by providing mentors/buddies/coaches to new teachers and new to our campus. We also provide "socials" for the new hires once every six weeks to check-in on how they are doing and to help them remember to balance their lives. We have several components in place for staff recognition such as Kudos in our newsletter, Starfish Award where parents/students/staff nominate an educator that goes above and beyond to support students, Staff in the Spotlight where staff recognize one another to be displayed on campus, group/team luncheons, Staff Ambassador events, and special awards ceremony celebration at the end of the year where each staff member receives a specialize award for above and beyond assistance. We also recognize instructional efforts where we share the success of others. Handwritten notes from administration to staff is another crucial part of recognizing staff. We retain high quality teachers by building capacity in each teacher. In 2020, we only lost one first grade teacher because she went to teach closer to home and one special education because she moved out of state. We had 3 paraprofessionals move out of state. We only lost 5 total staff members last year out of 75. For 2020-2021, we had 13 babies born by staff or supporting staff at Hughes. The teachers that resigned selected to stay home with their children or to retire from education for a total loss of 5 teachers. 2021-2022 was a unique school year with a high turnover rate with teachers staying home with children, leaving the field of education, or moving closer to home due to inflation. We continue to work hard to retain incredible teachers.

The goal setting session of T-TESS allows for differentiated goal setting and the administrators are able to support teachers in specific ways. Also, administration is creative with scheduling to help support teachers by giving them extra time to plan each quarter. Guest Educators are provided to allow teachers to observe one another, observe teachers on other campuses, and to plan with team members. The teachers are provided content area coaches to help build capacity. Our campus utilizes the following coaches to deepen our content knowledge and instructional practices: Delilah Zieglar-Math, Holly Garza-ELL, Amelia Boyer-Special Education, Rebecca Maddox-ELA, 2-ELA coaches, Patrice Brake-new teacher coach, Laura Maunsell-reading academy and Brittany Horn-Technology. Rebecca, Delilah, and Kelli have already helped to coach staff this year and have attended PLCs to facilitate conversations to deepen our content knowledge in 2022 because PLCs are a campus goal to improve Tier I instruction.

Our campus has an Instructional Leadership Team and Team Managers to help distribute leadership while building capacity in our safety. We also have several committes to help distribute leadership such as SEL/PBIS committee, Math Vertical Team, ELA Vertical Team, Theme Team, Safety Team, Focus Groups, Campus Improvement Committee, Instructional Facilitators etc. We also have Leadership Pathways at the district level to help build capacity in our teachers. The district has had an incredible interest in teachers this year with a high number of educators involved. The J. Lydnal Hughes campus has a large group of educators that are leaders at the campus and district level.   The goal is to continue to grow more leaders. Our campus has a leadership program focused on training teachers to lead professional development at the campus/district/state levels. The first training is "Presentation Pointers" with tips on how to lead presentations. It is a win, win scenario because the district and campus are building leaders to pave the way for the future. Educators in this group fill out a Google Form to share what areas that each educator would like to grow in and design an action plan together to target the desired areas.

Instructionally, our teachers are given time to plan daily for 55 minutes. Our teachers are given support for PLC meetings every Tuesday and the campus shares the same PLC template to have common goals/expectations. Each team sets Norms and abides by the norms during PLCs. Teachers use the scope and sequence, but are also give autonomy to be innovative with instructional practices to meet the needs of students. They also have the autonomy to research other materials and resources to support students. We also provide a rich amount of professional development to enhance the skills of teachers. The opportunities range from campus, district, regional, and state levels of PD.

School Processes & Programs Strengths

- Strong systems are in place to build capacity in teachers by providing differentiated professional development
- Distributed leadership is utilized through our Instructional Leadership Team (ILT) that meets 1-2 times per month after school on Mondays and Team Managers meet 1-2 times per month on Tuesday afternoons. The notes from each meeting are embedded in our weekly Staff Hawk Squawk newsletter.
- There are several opportunities for teachers to grow as educators through campus and district leadership programs.
- Our campus and district coaches support our teachers with instruction consistently.

- Lucy Calkins Units of Study for reading, writing, and phonics are being implemented consistently across the campus. Teachers are feeling more comfortable with this curriculum and see the benefits of the implementation of this balanced literacy program. Staff have been selected to participate in Reading Academy this school year.
- Delilah Z. continues to help our staff with building stronger Tier I instructional practices. NISD has strong instructional coaches supporting our staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teacher turnover in 2021-2022 was unprecedented and weakened PLC practices across the campus. Funding and time must be allotted at the campus level to train educators in PLC protocols and practices. **Root Cause:** With the high turnover rate, many of our highly trained leaders in PLCs transitioned to new roles causing a gap in our PLC knowledge at each grade level.

Perceptions

Perceptions Summary

Morale has been one of our highest areas on our Organizational Health Survey for multiple years. Our 2021 staff Energage survey had high scores. The AP and I celebrate the teachers each week through our Staff Shout Outs board in the hallway, Starfish Award for teachers from students/parents, notes to staff, and a staff favorite is when we dress up in silly outfits to bring the "Woo Hoo Wagon" to each classroom to provide snacks/drinks to the staff. When we take good care of our teachers, they take good care of our students.

Parents are excited about what Hughes Elementary and NISD provide for their children. Feedback from families has been taken in survey format, observations, parent e-mails, and notes from families.

We are a "kids first" campus and every decision that we make is about the kids. You will find teachers and admin reading or tutoring students before and/or after school. Our mission and vision align with this belief of putting kids first. The teachers collaborate during PLCs, RtI meetings, planning, vertical PLCs, T-TESS goal setting, etc. with student growth at the heart of every minute we spend together. The teachers in grades 2-5 use the MAP data to for their "Hawk Time" groups to target gaps in learning and use flexibile grouping strategies to support students.

We love hosting families at our numerous events. We know that we need to be visible to our families. We are moving to more outdoor events this year and have a family math night planned for the park in October and a community Trunk or Treat. We are also participating in feeder pattern events such as BNHS football homecoming parade and football games. Student participation have increased each year for campus events/activities. Our largest turnout for an educational event was Dinosaur George which is a national traveling museum. The spokesperson for Dinosaur George shared that Hughes had the largest turnout that he has ever hosted for the museum. Our Daddy/Daughter Dance had three hundred family members attend. Our book fair events usually have 300 or more people to support each event such as Pastries with Grands, Lunch with a Loved One, and Curriculum Night.

Parents are involved in the school through PTA, volunteer opportunities (several opportunities are posted in the weekly newsletters), and helping to lead extra curricular activities. For 2022, our PTA membership has grown to close to 100 members which is much higher than the last 2 years. We have already received a fast growth PTA award for the 2022-2023 school year.

The staff firmly believes that kids come first. You will find staff members, including administration, tutoring and reading with students. We are consistently trying to share our story through Twitter, Facebook, NBC 5 News, Parent Square, SeeSaw, signs, and district supports.

Perceptions Strengths

- Kids First decision-making philosophy
- The PTA continues to get stronger and stronger each year.
- More volunteers are on campus and our Watch D.O.G.S. program has kicked off again. Our dad volunteers have tripled from our previous numbers.
- High staff morale
- Every child matters and every minute matters
- "Do Whatever it Takes" thought process of all staff members

Our parent and staff surveys have a score of 95% or higher on a majority of the questions. Our student survey shows that students feel safe at school. The district calls our campus "Hugs" Elementary because of our climate and culture. Our staff works together to solve problems and this was exemplified last year when our campus lost power, water, and had a fire. The staff pulled together to ensure that students were the priority at all times.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Over the last 3 years, our student participation in clubs has dropped significantly. **Root Cause:** In the past two years, COVID constraints have limited parental involvement of parents on the campus to help with volunteering and family involvement activities. We have increased parental involvement, but need to put more emphasis on student clubs with an academic focus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 19, 2023

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: PreK - 12 Grade Literacy: Hughes will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

> **Evaluation Data Sources:** The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:
> PreK EOY Kinder Readiness Assessment
> K-2 % of Students Reading and Writing on Grade level
> 2nd-5th grade MAP reading testing at BOY, MOY, and EOY
> 3-8 STAAR Reading Passing level

Strategy 1 Details	Reviews			
Strategy 1: The instructional focus for Hughes Elementary will continue to focus literacy with a special emphasis on content literacy in math, science, and social studies using literacy format strategies. This collective focus will drive our instruction in the area of reading and writing in all content areas. We will have a targeted focus on literacy and will track each individual student's growth quarterly instead of just BOY, MOY, and EOY. We will track each student population at our campus Quarterly Curriculum Reviews. The principal will request compensatory education funding to access funding to hire an additional literacy teacher for At-Risk students in 4th and 5th grade because of the large % of At-Risk and Tier II/III students. The students will be tracked weekly over a 13 week period of time. The supplemental teacher will provide targeted intervention to the At-Risk students. Fourth ad fifth grade students were selected because of the % of students that were below grade level on their DRA2 and MAP assessments at the BOY and MOY.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The students will understand literacy across content areas and apply literacy strategies to become more successful in math and science. **Staff Responsible for Monitoring:** *all classroom teachers of general education and special education students *campus admin *district content coaches				

Strategy 2 Details	Reviews			
Strategy 2: All general education and special education staff will be trained on the content literacy frameworks to help provide instruction to students to help them distinguish between the types of reading in content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of the instructional staff will understand the different types of				

literacy frameworks.
Staff Responsible for Monitoring: Principal, AP

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Hughes Elementary will improve student performance and close learning gaps through quality Tier One instruction.

Evaluation Data Sources: *RtI data
*MAP and iReady data
*formative and summative classroom assessments
*Campus progress monitoring spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: 100% of the Hughes instructional staff will be provided professional development in the areas of research-based instructional strategies for Tier 1 instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The number of students in Tier 2 and Tier 3 in RtI will decrease. **Staff Responsible for Monitoring:** RtI interventionist, Principal,, AP	❌	❌	❌	

0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Supporting Staff: Hughes Elementary will increase the retention of highly effective staff by supporting the engagement and personal well-being of employees.

Evaluation Data Sources: T-TESS, teacher goals, retention rates, leadership positions filled, staff survey, listening to the staff

Strategy 1 Details		Reviews			
Strategy 1: (Retain/Value Staff) Campus admin will continue to acknowledge staff using Starfish award, Exemplar Educator and paraprofessional awards, handwritten notes to staff to express appreciation, staff gifts, Woo Hoo Wagon once a month, positive text messages, giving them time whenever we can to support the staff, and encourage parents to become Guest Educators so that staff feel that they can take a day off when need to take care of physical or mental health.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will be retained at Hughes Elementary and feel supported					
Staff Responsible for Monitoring: Teachers will provide feedback and input on surveys					
Campus Admin					

Strategy 2 Details		Reviews			
Strategy 2: (Train/Retain) A google form has been sent to every staff member asking for input on how each person wants to grow as an educator. Staff members are provided different opportunities where they are able to choose if they want to become more involved in creating a positive culture on campus such as being a member of the Sunshine committee or if the educator wants to serve as an Instructional Facilitator for the campus. Educators are also given the option if they want to lead a club and share their talents with students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Educators feel a part of the campus and help to create a positive culture. Educator talents are shared with other educators and students on campus.					
Staff Responsible for Monitoring: Admin, committee leaders					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Hughes Elementary seeks to retain highly effective teachers to increase student achievement by providing exemplary professional development at the campus and district level.

Evaluation Data Sources: -T-TESS data, goal setting data, Flex Day form data, conversations with staff, PLC feedback, PD surveys, attendance at PD and the implementation of what has been learned, Reading Academy, time to focus on professional development

Strategy 1 Details	Reviews			
Strategy 1: 100% of the Hughes instructional staff will attend professional development on effective PLCs at the campus level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the Hughes instructional staff will have a deeper understanding of effective PLCs and apply the new learning to their weekly grade level PLCs. Students in the RtI process will be tracked using a progress monitoring sheet every 4-6 weeks to determine if interventions are helping student close instructional gaps. **Staff Responsible for Monitoring:** RtI coach, Principal, AP, and ILT	**Nov**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Hughes Elementary will seek feedback from students to better understand student engagement.

    Evaluation Data Sources: surveys, observations

Strategy 1 Details	Reviews			
Strategy 1: A survey will be sent out in November 2022 to gather information from students in grades 3-5 on student engagement. Another survey will be sent out in April 2023 to determine if there has been growth in the area of student engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The feedback from the students will help Hughes staff design lessons, activities, or events to increase student engagement. The April survey will have scores that show more engagement than the November survey. **Staff Responsible for Monitoring:** ILT				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Hughes Elementary will seek to provide more academic enrichment opportunities for our students.

Evaluation Data Sources: observations, student enrollment in clubs, parent feedback and involvement

Strategy 1 Details	Reviews			
Strategy 1: Student voice and choice is valued at Northwest ISD and Hughes Elementary. A student panel will be created to help gather input on the types of clubs and enrichment opportunities the students would like to help design at Hughes. There will be a STEAM focus with the clubs. Teachers have completed a google form sharing their many talents and what types of clubs they can lead. The campus administration will also lead a club to provide enriching opportunities. The campus is getting more parents involved by gathering more parent volunteers to help lead the enrichment opportunities. **Strategy's Expected Result/Impact:** Students will have more enrichment opportunities through after-school clubs and field trips. Student voice/choice will be heard and utilized to drive enrichment opportunities. More parents will be involved. **Staff Responsible for Monitoring:** Student panel, teachers, parents, and campus admin **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Addendums

HUGHES ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

- Closing Academic Gaps
    - Our STAAR and MAP data show that students are continuing to lose ground in both reading and math; more significantly in math
- Collaborating with peers/utilizing teacher strengths on campus
    - Continued focus on intentionality during PLCs and utilizing focused protocols since campus has many new staff members this year
- Intentional planning/Targeted Learning (Backwards Design)

- Grade levels with the most academic growth last year reported consistently using data to target low scoring skills and developing ways that parents can help at home to help close gaps too
- Building Relationships
  - New staff will need mentoring/guidance from veteran staff to help relieve stressors of learning a new school culture/routines
  - New families will require intentional and continuous communication from teachers and admin to feel welcomed and included in school events

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

We have not been teaching to the level of rigor that is required by the TEKS. All teachers and admin at Hughes Elementary will develop a deeper understanding of grade level and vertically aligned TEKS and implement that knowledge to deliver instruction that is aligned to the level of rigor required by the TEKS.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers.	**If we,** utilize grade level PLCs bi-weekly to plan instruction with intentionality (We are a Reading Academy campus, so we are meeting bi-weekly instead of every week.)

These layers to our map will help us improve our Instructional Challenge (POP) this year:	**And if we,** Utilize the Atlas, Data Driven Dialogue, Data Mining, and Equity Protocols
	And if we, focus on low-performing TEKs to create targeted instruction
	Then these are the changes we expect to see in ourselves and our students: Teachers will have a deeper understanding of the TEKS and improve on instructional practices in the classroom as it pertains to low performing TEKS, thereby teachers will close instructional gaps and see increased STAAR and MAP student performance.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Strengthen the PLC process with a specific focus on low	ILT, district coaches	PLCs meet bi-weekly on Tuesdays	Principal, AP, ILT, district coaches , and teachers will have

performing TEKs and closing instructional gaps			access to PLC notes and help to monitor progress
Provide more professional development in the area of TEKS & protocols which includes: bi-weekly meeting with the focus on PLCs, Lead4Ward training, article studies, modeling PLCs, training on using protocols, PD fishbowls	ILT, Principal, AP, teachers at each grade level	Summer 2022-Summer 2023	PLC notes are posted in the PLC room, classroom observations, Results of MAP data BOY/MOY/EOY, CBA, STAAR, other formative/summative assessments

Northwest Independent School District

Justin Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Justin Elementary, in partnership with parents and community,

will prepare students to voice their strengths,

apply future ready skills,

set and achieve goals,

and meet or exceed grade level expectations.

Vision

Justin Elementary empowers
learners and leaders to positively impact the world.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
71%	18%	4%	2%	3%	24%	18%	7%	6%	7%	4%	25%	%	0

Justin Elementary School is a Pre-Kindergarten through 5th grade campus, home to 606 students and 55 staff members. The campus is located in the north section of the Northwest Independent School District, in the city of Justin near intersection of Hwy. 156 and Hwy 407. Northwest ISD is the fastest growing school district in north Texas. The Justin area is clearing land for the growth of new business and residential properties. The fast growth in NISD and proximity to the booming Alliance business corridor have led to an increasinly diverse student population.

The percentage of Economically Disadvantaged students has steadily decreased over the last 5 years, mostly impacted by school boundary changes and the changes in the housing market in the Justin area.

The percentage of Gifted and Talented at 7% of students is below the NISD district average around 10%.

Demographics Strengths

The students and familiies take pride in our school and community of learners.

JES has an active PTA and committed family involvement.

The Justin Elementary staff is committed to our student's social emotional health and academic progress.

We have an energetic student population that are encouraged to share their voice.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause:** Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Problem Statement 2 (Prioritized): We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause:** Families and staff come to Justin Elementary from a variety of backgrounds and experiences.

Problem Statement 3 (Prioritized): Out of 31 classroom teachers, 25% are new to the teaching profession. **Root Cause:** Home growth in the area and staffing challenges precipitated the need to hire additional teachers.

Problem Statement 4 (Prioritized): Opportunities for volunteers and family engagement have been limited. **Root Cause:** Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	74%	80%	70%	76%	67%	86%	68%	79%	83%	86%	77%	84%	75%

While all three grade levels made gains from 2021 to 2022 on the STAAR test in Math and Reading, scores have not reached pre-pandemic levels.

JES students scored higher on the Reading tests than the Math tests in grades 3-5.

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	76%	63%	69%	80%	87%	90%
% Met Growth Projection	78%	90%	81%	91%	89%	97%

The percentage of student making one year's growth in the Diagnostic Reading Assessment (DRA) ranged from 78% to 97%.

The Met Growth Projection was a higher percentage than the On/Above Reading Level percentage in all grade levels.

Grades K - 2 were not as successful in meeting their EOY On/Above Reading Level expectation.

Student Learning Strengths

On the STAAR test, students at Justin Elementary scored higher than the NISD district average in 3rd, 4th, and 5th grade in both Reading and Math.

Reading STAAR scores were were 80% or higher in 3rd, 4th, and 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not every student at Justin Elementary is making a year's academic growth or closing existing achievements gaps quickly enough. **Root Cause:** Some students not aware of their present level of performance and or being challenged to reach their full academic potential.

Problem Statement 2 (Prioritized): As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause:** Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Problem Statement 3 (Prioritized): Out of 31 classroom teachers, 25% are new to the teaching profession. **Root Cause:** Home growth in the area and staffing challenges precipitated the need to hire additional teachers.

School Processes & Programs

School Processes & Programs Summary

-PLC meetings each Tuesday

-ILT and OLT meet every 3 weeks to work through Instructional and Operational challenges and goals.

-Staff selected Campus Committees meeting once per month

-Compensatory funds for small group tutoring

-GT teacher modeling lessons in K-2 classrooms to boost GT percentage.

-Imagine Math and Imagine Literary monitored weekly to support students in the MTSS process.

-Student Opportunities - 5th grade Leadership, Ultimate Book Challenge, UIL, Destination Imagination, Robotics, and garden opportunities

School Processes & Programs Strengths

Classroom teachers realize the power of Tier 1 instruction and behavior management supports.

The JES staff has strong relationships and trust with the NISD instructional coaches.

Students are encouraged to speak out and use their voice at Justin Elementary School.

Emotional Learning, embedded through Morning Meetings every day from 7:40 - 8:00 am.

Kelso's Choice helps students with options on how to respond with peers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause:** Families and staff come to Justin Elementary from a variety of backgrounds and experiences.

Problem Statement 2 (Prioritized): Out of 31 classroom teachers, 25% are new to the teaching profession. **Root Cause:** Home growth in the area and staffing challenges precipitated the need to hire additional teachers.

Problem Statement 3 (Prioritized): Not every student at Justin Elementary is making a year's academic growth or closing existing achievements gaps quickly enough. **Root Cause:** Some students not aware of their present level of performance and or being challenged to reach their full academic potential.

Problem Statement 4 (Prioritized): As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the

needs of all students. **Root Cause:** Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Problem Statement 5 (Prioritized): Opportunities for volunteers and family engagement have been limited. **Root Cause:** Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Perceptions

Perceptions Summary

The lowest area of the Pulse Survey results from 12/2021 show Justin Elementary staff scoring the lowest in "my work makes me feel good about myself" and several areas of needing more recognitions for a job well done.

Perceptions Strengths

The Pulse Survey results from 12/2021 show Justin Elementary staff responding 7% points higher than the Northwest ISD average.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Opportunities for volunteers and family engagement have been limited. **Root Cause:** Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Problem Statement 2 (Prioritized): We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause:** Families and staff come to Justin Elementary from a variety of backgrounds and experiences.

Priority Problem Statements

Problem Statement 2: We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment.

Root Cause 2: Families and staff come to Justin Elementary from a variety of backgrounds and experiences.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: Opportunities for volunteers and family engagement have been limited.

Root Cause 4: Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 1: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students.

Root Cause 1: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Not every student at Justin Elementary is making a year's academic growth or closing existing achievements gaps quickly enough.

Root Cause 5: Some students not aware of their present level of performance and or being challenged to reach their full academic potential.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Out of 31 classroom teachers, 25% are new to the teaching profession.

Root Cause 3: Home growth in the area and staffing challenges precipitated the need to hire additional teachers.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Justin Elementary will improve student achievement and close learning gaps through quality Tier I instruction and intensive, targeted interventions.
* 65% of 2nd -5th grade students will meet or exceed their Projected Growth Measure on all MAP assessments.
* 1st and 2nd grade students will achieve at least one year's growth in DRA. Additionally, 75% of 1st and 2nd grade students reading below DRA grade level expectation at BOY will achieve more than one year's growth.
* 50% of Kindergarten students will achieve a DRA level of 6 or higher. (NISD minimum is a DRA 4)

High Priority

Evaluation Data Sources: MAP assessment data
DRA results

Strategy 1 Details	Reviews			
Strategy 1: Instructional teams will engage in an intentional lesson planning process with clear learning targets aligned to NISD curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Tier I instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use differentiated small group instruction to meet a variety of student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will progress at least one year's growth	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				
Strategy 3 Details	Reviews			
Strategy 3: Teams will use a cycle of progress monitoring and goal setting to track DRA levels, TEKS mastery, and MAP skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement and self-efficacy	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Student Learning
Problem Statement 1: Not every student at Justin Elementary is making a year's academic growth or closing existing achievements gaps quickly enough. **Root Cause**: Some students not aware of their present level of performance and or being challenged to reach their full academic potential.
Problem Statement 2: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

School Processes & Programs
Problem Statement 3: Not every student at Justin Elementary is making a year's academic growth or closing existing achievements gaps quickly enough. **Root Cause**: Some students not aware of their present level of performance and or being challenged to reach their full academic potential.
Problem Statement 4: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: We will seek input from teachers and staff to provide timely support in their areas of need.

High Priority

Evaluation Data Sources: Mentor Program Checklists and Surveys
Classroom observations
PLC conversations
Teacher Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Support for new staff members through "Toolbox Tuesday" sessions twice per month. (Timely topics - upset parents, off task behavior, organizing data, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: - Timely support system - Staff retention **Staff Responsible for Monitoring:** Mentor Coordinator, Mentors, Patrice Brake, Principal, Assistant Principals **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2				
Strategy 2 Details	Reviews			
Strategy 2: Build capacity in Instructional Team Leaders by studying the book, Facilitating Teacher Teams and Authentic PLCs by Daniel R. Venables.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased confidence in leading their peers Learning new protocols to increase communication and data analysis **Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders **Problem Statements:** Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 2, 4				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.
Problem Statement 3: Out of 31 classroom teachers, 25% are new to the teaching profession. **Root Cause**: Home growth in the area and staffing challenges precipitated the need to hire additional teachers.

Student Learning
Problem Statement 2: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.
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School Processes & Programs
Problem Statement 2: Out of 31 classroom teachers, 25% are new to the teaching profession. **Root Cause**: Home growth in the area and staffing challenges precipitated the need to hire additional teachers.
Problem Statement 4: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Justin Elementary will engage families to positively impact social emotional wellness, student attendance, and school safety.

Evaluation Data Sources: School of Excellence survey
Private Family Facebook Group
Parent - Teacher Conferences

Strategy 1 Details	Reviews			
Strategy 1: Justin Elementary, along with our PTA, will seek input from parents and school staff through the School of Excellence survey.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of "next step" opportunities to support our school community **Staff Responsible for Monitoring:** Principal, Assistant Principal, PTA **Problem Statements:** Demographics 1, 2, 4 - Student Learning 2 - School Processes & Programs 1, 4, 5 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: "Dudes on Duty" will offer positive role models and safety during our arrival and dismissal procedures each day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase family involvement, school safety, student attendance, and social emotional wellness **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Office Staff **Problem Statements:** Demographics 1, 2, 4 - Student Learning 2 - School Processes & Programs 1, 4, 5 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Justin Elementary staff and administrators will improve both quality and quantity of communication with families and community stakeholders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Cohesive campus community, Increased awareness and attendance of calendar events **Staff Responsible for Monitoring:** Teachers and Administration **Problem Statements:** Demographics 2, 4 - School Processes & Programs 1, 5 - Perceptions 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.
Problem Statement 2: We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause**: Families and staff come to Justin Elementary from a variety of backgrounds and experiences.
Problem Statement 4: Opportunities for volunteers and family engagement have been limited. **Root Cause**: Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Student Learning
Problem Statement 2: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

School Processes & Programs
Problem Statement 1: We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause**: Families and staff come to Justin Elementary from a variety of backgrounds and experiences.
Problem Statement 4: As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students. **Root Cause**: Students come to Justin Elementary with a wide range of skill levels and school experiences that the staff must be prepared to respond to.
Problem Statement 5: Opportunities for volunteers and family engagement have been limited. **Root Cause**: Pandemic has forced strict protocols for campus events, volunteers, and visitors.

Perceptions
Problem Statement 1: Opportunities for volunteers and family engagement have been limited. **Root Cause**: Pandemic has forced strict protocols for campus events, volunteers, and visitors.
Problem Statement 2: We have an obligation to our students, staff, and community to foster an engaged and well-informed learning environment. **Root Cause**: Families and staff come to Justin Elementary from a variety of backgrounds and experiences.

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lisa Ransleben	Principal
Administrator	Angie Eudy	Assistant Principal
Classroom Teacher	Shannon Mechell	3rd grade teacher
Classroom Teacher	Barbi Longbrake	5th grade teacher

Addendums

JUSTIN ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Student Achievement Goals:
- 65% of **2nd through 5th** grade students will meet or exceed their Projected Growth Measure on MAP assessments.

- **Kinder and 1st** students will achieve at least one year's growth in DRA..

- 50% of **kindergarten** students will achieve a DRA level of 6 or higher.

Professional Goals:
Collaborative PLC Process
Pre-assessments and formative assessment data to drive instruction

Exemplars aligned with Learning Targets

Needs:
Each grade level has staffing changes resulting in a "new team".
Our PLC meetings need structures to deepen discussions around instruction and learning. Students need to understand the Learning Target and what mastery looks like. Teachers are new to Imagine Literacy and Language and how it connects to MAP progress. We need more practice analyzing MAP data and using it for goal setting.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s))

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Justin Elementary will use a collaborative PLC process and assessment data to design instruction that results in student mastery of grade level objectives.

Theory of Action *(Anchored in the NISD Instructional Framework)*	
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year: We will use a collaborative PLC process and assessment data to design instruction that results in student mastery of grade level objectives.	If teams calibrate each other's knowledge base of content and instructional practices,
	And if we use pre-assessment and formative assessment data,
	And if we use exemplars aligned to the learning target,
	Then we expect to see these changes in ourselves and our students: • Growth in teacher practice • Student learning improves • Whole group and small group instruction results in mastery of skills • Students are active participants in reaching their learning target.

ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved? What is our time frame?		How will we monitor our progress?
Strengthen PLC process using protocols Preparing for low performing TEKS, *(creating exemplars, anchor charts, vocab)*	Grade-level teachers, admin, interventionists, Sped, & Instructional coaches	PLCs on Tuesdays, *(3 times per month)* September - May	Feedback cycles between PLCs *District coaches and teachers will have access to PLC notes. Pre-assessments, formatives, and post assessments
	Grade-level teachers, admin, interventionists, Sped, & Instructional coaches	Before instruction During instruction September - May	
Small group instruction to close gaps	Grade-level teachers, interventionists, Sped	Daily, groups vary September - May	Progress Monitoring Notes, walk-throughs
Using NWEA Map data to inform and goal set students and parents	Grade-level teachers, interventionists, Sped	Monthly September - May	Reports from Imagine Math and Imagine Language and Literacy
Vertical PLC in Writing and Problem Solving	PreK - 5 grade teachers, SPED, interventionists, Admin	Once per Quarter September - May	Artifacts of student work, warm and cool feedback, meeting notes, next steps for improvement

Anticipate and address interpersonal conflicts and obstacles that commonly arise within a PLC	ILT, Admin, Interventionist, and Instructional Coaches	Once per month September - May	Feedback cycles between PLCs

Northwest Independent School District

Lakeview Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Lakeview Elementary School

We believe:

That nothing is more important than the relationships we form with our students

That all students deserve curriculum and instruction carefully crafted around his or her educational strengths and weaknesses.

That all teachers are life-long learners dedicated to continuous improvement and growing in their craft.

Lakeview Elementary School Vision

Our vision is for all students to become 21st century learners capable of thinking independently, skillful in the art of collaborating with others, and prepared to solve real-world problems.

Lakeview Elementary School Mission

Our mission is to know every child by name and by need ensuring we design rigorous and relevant instruction for all students.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
62%	20%	6%	3%	8%	6%	15 %	6 %	10 %	11%	4%	21%	10%	0

Lakeview Elementary is a Pre-Kindergarten through 5th grade community school located in Trophy Club, Texas. Established in 1983, Lakeview enjoys a long history of strong parental and community support. Parents and community members dedicate their time to Lakeview in multiple ways including serving on committees, fundraising, and volunteering on campus. In 2015 and 2018, Lakeview was the NISD Partners in Education volunteer campus of the year for the service hours provided by our parents and volunteers. We work closely with PTA to partner with local businesses in our community to support our campus. In 2019, 2020, and 2021, Lakeview earned the National PTA School of Excellence.

Demographics Strengths

The strengths of the community we serve are the strong parental support our teachers and students receive as well as the systems we have established to meet students' academic and social emotional needs. At Lakeview, our goal is to know every student by name and by need, then respond appropriately using Tier 1 instruction so that every child's individual's needs are met. Our RtI systems ensure students receive the interventions needed for his or her success. In addition, our teachers meet weekly in professional learning communities to intentionally design learning tasks that meet the various needs of their students.

Our community also supports students in a variety of ways. Our moms mentor struggling readers through Book Joy, our Watch DOGS are regularly on campus, volunteer moms are consistently working in the book room and teacher work room, etc. We work closely together with PTA to provide campus needs and are in constant communication throughout the year. Last year, PTA purchased materials and supplies to

create an outdoor learning space in our courtyard area and continue to provide digital subscriptions that challenge students based in individual needs.

This year we will continue implementing a school-wide PBIS system in order to unify our procedures and expectations, along with a campus-wide SEL focus.

100% of the teachers at Lakeview are certified, all ELL teachers are ESL certified, and 100% have completed their 30 hours of professional development in serving our gifted population. Staff experience on campus ranges from new teachers to teachers who have been at Lakeview for more than twenty-five years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students who are at-risk, special education, 504, ELL, and sub-pops are performing below expectations on state and district assessments. **Root Cause:** Students have instructional gaps and struggle with grade level content due to their learning disabilities, needing tiered tasks to meet them where they are.

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	92%	94%	89%	93%	86%	99%	90%	96%	96%	96%	96%	97%	96%

Our STAAR data shows that our focus on tiered instruction and flexible grouping is directly impacting STAAR achievements. We will continue to focus on desiging quality Tier 1 instruction so that students are receiving instruction based on their academic needs.

3rd STAAR Math: 93% Approaches (+7%); 68% Meets (+11%); 42% Masters (+15%)

3rd STAAR Reading: 94% Approaches (+2%); 78% Meets (+14%); 52% Masters (+7%)

4th STAAR Math: 96% Approaches (+4%); 84% Meets (+7%); 63% Masters (-3%)

4th STAAR Reading: 99% Approaches (+8%); 85% Meets (+13); 59% Masters (+14%)

5th STAAR Math: 97% Approaches (0%); 86% Meets (-5%); 62% Masters (-11%)

5th STAAR Reading: 96% Approaches (), 87% Meets (); 75% Masters ()

5th STAAR Science: 96% Approaches (-1%); 81% Meets (-5%); 55% Masters (+23%)

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	71.25%	73%	61.36%	84.34%	85.15%	90.53%
% Met Growth Projection	5.76%	11.44%	9.75%	6.24%	4.81%	8.49%

Our data shows that our primary levels (K-2) need continued support in phonics, guided reading, and small group instruction. We will continue to focus on tiered instruction and flexible grouping to make sure all students' needs are being met.

MAP Data

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	14	11.2	13	8.4	10	6.6	9
Math	15.4	13	13.8	15	12.3	17	11.5	11

Our focus on tiered instruction is evident when looking at our MAP scores. Teachers are designing lessons to meet the diverse student needs on our campus, and we will continue to strive to challenge students on their academic levels.

Student Learning Strengths

At Lakeview, based on different data points and assessments, students display strong reading skills but decreased in value last year. We will continue to focus on strong literacy across grade levels and content areas in order to strengthen academic progress for all students. Our intention is to focus on making sure students are engaging in quality Tier 1 instruction across content areas so that they are able to show understanding and mastery of grade level skills and standards.

The number of students who are accelerating in math has been consistent over the past six years, some students accelerating two to three years ahead. We currently have approximately 38 students who are enrolled in an accelerated math class. The students who are accelerating are performing successfully on campus and district assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are exhibiting gaps in making a year's growth on reading levels. **Root Cause:** We are still recovering from COVID effects. Last year we began the year in remote instruction, and our students needed social emotional support throughout the year. This has led to gaps in literacy foundations and student needs.

School Processes & Programs

School Processes & Programs Summary

Programs for Students and Intervention at Lakeview:

Special Education Resource, Special Education inclusion support, Dyslexia/MTA program, reading and math intervention (MTSS), specific accommodations for special education and 504 plans, RtI, Reading Recovery (Resource teacher is trained to work with students), tutoring, guidance lessons by counselor, Gifted & Talented, SEL Task Force, PBIS Committee, and vertical alignment committees for each content area.

Programs: Book Joy Club (parent volunteer reading intervention), Watch DOGS, parent mentors, PALS, small group counseling, guidance lessons, Student Council, Book Club, Run Club, UIL, and Destination Imagination, Principal Book Club.

Lakeview uses campus data from formative assessments to inform tutoring, necessary PD, lesson compacting, and flexible grouping. In addition, data from programs such as Education Galaxy, No Red Ink, Pebble Go, Imagine Math, Reading A-Z, See Saw, Google Classroom and Lexia are used to meet the varying needs of students. Quarterly curriculum reviews, RtI, and PLCs are used to discuss each student and his or her needs.

Teachers participate in intentional staff meetings that focus on content alignment, student data, book studies, etc - all aligned to our Campus Improvement Plan. Work done in learning communities and professional development revolve around the questions: How will we extend the learning for those who are already proficient and How will we address existing gaps? Furthermore, the work of PLC's also focus on understanding standards and curriculum, creating and using common assessments, responding to collected data, and raising the level of rigor, relevance, and engagement. Our focus has been to know our TEKS and to ensure mastery.

In addition:

- We celebrate students who are "caught being good" or who have reached a goal on morning announcements.
- Lakeview Learner Awards are presented to students each 6 weeks who have demonstrated strengths in our Learner Qualities.
- Bobcat Pride - Positive phone call homes - Each Friday grade levels nominate students to make a positive phone call home with the principal.
- Attendance incentive (stickers) - Each morning, campus administration visit each classroom. If all students are in attendance, the classroom receives a sticker on a chart. The class with the highest number of stickers gets a special treat (extended recess or eating lunch in the teacher's lounge).
  Help Wanted Board - Teachers and office staff post different jobs that students can apply for. Certain criteria must be met before students can apply and teacher recommendation/approval must be attained. We hope to capture and support students in need of extra

SEL.

- Unlock Your Potential Display - Students who are recognized will come tothe office and receive a key, however, one of those students will unlock a "magic" key that unlocks the display case. Students will be able to take one item from the treasure chest.
- Principal Book Club - For grades 3-5, to instill the love love of reading. I'm working with grade level teachers to focus on targeted skills.

School Processes & Programs Strengths

At Lakeview, we know our students by name and by need so they are able to thrive every day. This also includes students' social emotional needs. Our daily morning meetings give students and teachers a time and place for intentional community building. Built into our morning meetings is a focus on our Lakeview Learner : Brave, Curious, Positive, Determined, Kind, and Confident. We use video announcements to focus on the skill of the week so that every grade level focuses on the same topic campus-wide.

An additional strength at Lakeview is how we use our resources creatively - teachers, community members, parents, and technology are all utilized to work with students in an effort to ensure the needs of students are being met.

We focus on the SEL of our student learners through our Book of the Month. As a campus we are learning and implementing different strategies to strengthen our relationships with students, which will support their academic growth.

This year we are integrating our theme "Be You", based on the book by the same name, into our everyday life. We have created learner qualities based on the quality each grade level selected, and we decorated grade level hallways using those qualities. Morning meetings will revolve around these qualities, and the theme Be You has been woven throughout our campus environment. Students will be encouraged to be proud of who they are.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Providing high quality Tier 1 instruction while also meeting the learning needs of students receiving additional support through pullout programs is essential. Our staff work collaboratively to provide the support all students need to succeed. **Root Cause:** Some students receive support from GT, RtI, SpEd, and 504 on a regular basis. This leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier 1 instruction.

Perceptions

Perceptions Summary

We take pride in building relationships with our students, families, and peers. Our morning meetings are intentional based on campus needs and designed by grade level teachers. Teachers are encouraged to build their leadership skills, and report that they feel valdidated and heard by their administrators. Professional development is targeted and designed to assist teachers and staff in growing and developing their craft. Students report they feel safe at school, like being with their teachers, and feel their teachers are there to help them. Parents and visitors often report that the Lakeview staff is kind and welcoming, and we've been labeled the "hidden gem" of Trophy Club.

Teacher Energage data reveals that our teachers feel supported and feel that their principal helps them learn and grow. In addition, teachers feel they have autonomy to make decisions and believe they have the tools and resources to be successful. They feel their principal cares about their concerns and makes it easier to do their job well. We consistently hear from teacher teams that Lakeview feels more like a "family" than a place to work. Our teachers support one another and are willing to do what it takes for our students to be successful.

Our parents are very involved in the day to day activities at Lakeview. Parents who are unable to be on campus lend their support through PTA and other campus opportunities (Back to School Blast, Art Night, Science Night, Book Fair, Choir, Run Club, and Destination Imagination).

Lakeview's campus events and activities promote wide spread student participation. There are multiple ways students can participate on campus including Run Club, Choir, Ultimate Book Challenge, Destination Imagination, Science Night, Art Night, Student Council, Student Greeters, Morning Announcers, PE Assistants, Lakeview Buddies, Kinder Helpers, and after school clubs.

We have earned the PTA Platinum Award for having more members than actual students at Lakeview.

Perceptions Strengths

The strengths of Lakeview can be seen in how our families, community, and teachers participate in our campus events and programs.

Strengths include:

100% staff participation in PTA

Reindeer Romp

Jump Rope for Heart participation and fundraising.

PTA Special Events and Academic Programs

Bobcat DASH Fundraising and Character Program coordinated through our PTA.

PTA School of Excellence

Book Joy Club

Ultimate Book Challenge

Principal Book Club

Run Club

Help Wanted Positions - Announcement Assistants, Door Greets, PE Assistants, Kinder Helpers, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With twenty new staff members, we are trying to make visible our brand, traditions, and overall perception of Lakeview Elementary. **Root Cause:** The education field is struggling with hiring and retaining staff.

Priority Problem Statements

Problem Statement 1: Students who are at-risk, special education, 504, ELL, and sub-pops are performing below expectations on state and district assessments.

Root Cause 1: Students have instructional gaps and struggle with grade level content due to their learning disabilities, needing tiered tasks to meet them where they are.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are exhibiting gaps in making a year's growth on reading levels.

Root Cause 2: We are still recovering from COVID effects. Last year we began the year in remote instruction, and our students needed social emotional support throughout the year. This has led to gaps in literacy foundations and student needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Providing high quality Tier 1 instruction while also meeting the learning needs of students receiving additional support through pullout programs is essential. Our staff work collaboratively to provide the support all students need to succeed.

Root Cause 3: Some students receive support from GT, RtI, SpEd, and 504 on a regular basis. This leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier 1 instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: With twenty new staff members, we are trying to make visible our brand, traditions, and overall perception of Lakeview Elementary.

Root Cause 4: The education field is struggling with hiring and retaining staff.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Lakeview will place an increased emphasis on literacy across all grade levels and content areas to help ensure that students are reading on or above grade level.

    Evaluation Data Sources: PreK EOY Kinder Readiness Assessment; K-2 % of Students Reading and Writing on Grade level; K-2 students year's growth; 3-5 STAAR Reading, Math, Science; 2-5 MAP data; RtI

Strategy 1 Details	Reviews			
Strategy 1: Teachers will intentionally design one cross-curricular lesson per week. .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased fluency, relevance and comprehension, increased engagement and equitable access to content	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Specialists, Administrators				
Strategy 2 Details	**Reviews**			
Strategy 2: Students will respond to a guiding question, three times per month using grade-level standards and expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased comprehension, academic vocabulary, and writing fluency	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Staff, Specialists, Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Academic and social-emotional learning experiences will be intentional and individualized to meet the unique needs of each student.

    Evaluation Data Sources: Assessment data, discipline reports, goal-setting evidence, attendance

Strategy 1 Details	Reviews			
Strategy 1: Intentional student goal setting- monitoring, tracking, reflection, updating to be designed by each grade level based on needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student self-awareness and motivation, increase in academic and social emotional achievement, diverse needs will be met **Staff Responsible for Monitoring:** Teachers, support staff	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Every teacher will use the TEKS, guiding questions and vocabulary to develop lesson plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Intentional lesson design, quality tier 1 instruction, increased critical thinking, increased academic achievement **Staff Responsible for Monitoring:** Teachers, Specialists, Administrators	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Every teacher designs two tiered lessons per week, in core content areas, or through flexible grouping.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student academic and social-emotional growth; all students will be supported based on individual needs **Staff Responsible for Monitoring:** Teachers, Specialists, Administrators	**Nov**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

    Evaluation Data Sources: Employee retention data , Employee exit data, Surveys , Evaluations

Strategy 1 Details	Reviews			

Strategy 1: Intentional, protected PLC time to be used by implementing a staff meeting schedule based on a four week rotation (Vertical Team Time, Growth Time, Campus Time, Me Time).
    Strategy's Expected Result/Impact: Strong teacher teams resulting in intentional planning, assessment, reflection, and growth resulting in increased student achievement
    Staff Responsible for Monitoring: Teachers, Specialists, Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: Utilize Capturing Kids Hearts strategies and Conscious Discipline
    Strategy's Expected Result/Impact: Intentional strategies to support social-emotional needs; students feeling supported and empowered to resolve conflict in a positive manner
    Staff Responsible for Monitoring: Teachers, Specialists, Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Evaluation Data Sources: Development and adoption of board policy.
Implementation and completion of bond projects.
Community and Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Re-establish Lakeview Traditions and Programs while implementing new ideas - Book Joy, Bobcat Families, WATCH Dogs, Student Council, UIL, Student/Teacher Clubs, Grand Pals, Bobcat Day, etc. **Strategy's Expected Result/Impact:** Strong relationships & support between our families, community, students, and teachers to cultivate a sense of safety and belonging **Staff Responsible for Monitoring:** All Staff	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Addendums

LAKEVIEW ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

-effective, intentional PLCs (new team members, more professional learning versus "nuts & bolts" team meetings)
-quality tier 1 instruction (flex grouping, tiering, intentional goal setting)
-cross-curricular and writing in all content areas (not only preparing for STAAR 2.0 but bringing relevance to the kids

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)
Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus: **We will focus on and design quality Tier 1 instruction that will challenge students at their own level to meet their full potential and close gaps.**

Theory of Action	
(Anchored in the NISD Instructional Framework)	
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we,** create cross curricular lessons and provide opportunities for students to respond to guiding questions in writing
	And if we, present opportunities for intentional student goal-setting, monitoring and reflection
	And if we, design tiered lessons in core content areas through flexible grouping to meet student needs
	Then these are the changes we expect to see in ourselves and our students: -students being challenged to reach targeted growth in core subject areas -challenge teachers to achieve conscious competence -collaboration in PLCs as teachers design cross-curricular lessons

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Establish goal setting expectations, develop aligned goal sheets	K-1, 2, 3-5	Before Sept. 19th goal sheets created	ILT members involved will plan and meet to have this ready
First goal setting documented and shared with support staff	All instructional staff	By September 30th all specialists and SpEd will have student goals shared	Check-ins as necessary
PD on written responses with text evidence & question development	All instructional staff	Back to School PD and revisited throughout the year	Through vertical team PLCs and team PLCs
Introductory or review PD on tiering and flex grouping	Those who need it (new to campus or identified by EO)	Ongoing	Classroom assessment data

Northwest Independent School District

Lance Thompson Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science

Mission Statement

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
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Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As a campus we feel that it is vital that we help students learn how to independently critical think across all disciplines. We are continuing our Depth and Complexity iniciative as a common language across the diciplines and across the campus. We will use campus funds to increase our text in all contents.

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
62%	20%	6%	3%	8%	6%	15 %	6 %	10 %	11%	4%	21%	10%	0

Our demographics are shifting to a more diverse population. We are seeing more Special Education and more Dyslexic students as well. I do suspect to see a higher change in our Asian population, as we are getting more and more students from the Middle East.

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	76%	88%	74%	91%	82%	90%	87%	72%	90%	88%	89%	88%	84%

Our STAAR data shows that we are making gains in many and a few regressions. We meet with the ELA and Math coaches to determine what steps we need to take to help our students. We are adding training for teachers, targeting skills that our students struggled with, and scheduling feedback cycles throughout the year.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	81%	77%	77%	75%	95%	76%
% Met Growth Projection	6%	11%	9%	8%	9%	6%

We are working on targeting our students that are behind in their reading skills.

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	15.42	11.4	12.07	8.6	9.03	6.7	6.71

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Math	15.4	15.60	13.7	13.4	11.8	13.55	11	10.93

We made more than expected growth in all grades and content, except 3rd & 5th grade Math. We will look at the skills our students struggled with and work to fill gaps in their current math classes.

Demographics Strengths

We have a diverse student population as well as a diverse staff population. They are not equal, but we are working to make our staff reflect our student population.

As we grow, we are becoming more diverse- our families are coming from all over the globe, and this year we have doubled our Asian population. We need to ensure that we are using diverse text in classrooms, as well as, looking at our families cultures and traditions to ensure we are meeting the needs of our families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are growing very fast as a campus. We have students that are coming from different backgrounds and experiences- both learning and academic. **Root Cause:** We are in a area of the district that is developing quickly. Houses are being built daily.

Problem Statement 2: We need to ensure we are meeting the needs of the students and their families social needs. Different cultures have different expectations, as well as, prioirties and we need to find out what we need to do to meet these needs and expectations. **Root Cause:** We are in a area of the district that is developing quickly. Houses are being built daily.

Student Learning

Student Learning Summary

We are looking at BOY data to make plans to get students to make a year's growth and to be on level at the end of the year.

We see that there is a signifcant "summer" slide in returning students and large gaps in several of our new students scores. Our leadership team discussed the concern and feel the following plan with help our students close gaps:

1. We are making Depth and Complexity a focus for our campus.

2. We will be looking at content literacy as a way to increase our students comprehension in all content areas.

3 Increading our PD in literacy

- mega labs

- lunch and learns with instructional coaches

** We met with the Instructional coaches to come up with areas to focus our PD in each content as well as a plan on how to plan the PD.

Student Learning Strengths

Our students want to do well. They want to work, in their classrooms, with their teachers.

We use push in support, inclusion, GT, to support when appropriate.

Our teachers are willing to put in the work to meet the needs of all of the students.

They do whatever is needed to reach them.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need to have a common understanding of the Best Practices being used. **Root Cause:** Our teachers have different experiences.

Problem Statement 2 (Prioritized): Our students instruction needs to be differentiated to meet their individual needs and experiences. **Root Cause:** Our students have different experiences.

School Processes & Programs

School Processes & Programs Summary

We are working with our Leadership Teams to maximize our personnel to meet the needs of our students.

   * SEL team

   * PBIS team

   * Leadership Team

We are using focusing our Back-to-School training to give our teachers the vital training teachers need to be successful

  - Formative assessment

  - Depth and Complexity

  - Campus Processes

School Processes & Programs Strengths

We are still working on the most effective process to complete the RTI process. We are tweaking the process each time we do it. We are working with our teachers and our RTI team in order to be effecient as well as helpful for teachers and students. With the new umbrella that incorprates the RTI process into the MTSS framework we feel that the process will be more streamlined.

Our response to students having a difficult time (academic, behavior, or mental health) has been successful.

 - have a go-to responder

 - back up for support

 - code words for runners

 - If...Then statements

 - Students are working with the counselor to develop coping strategies

   * books with them as the main character making choices around the school

* working on expressing their needs before they react

* walking through actions and what the consequences will be after the action has happened

* reminding themselves they can turn the day around.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teams need to focus their planning time on the "How" they are going to teacher as opposed to "What" they are going to teach. **Root Cause:** We have lots of resources for our teachers to uses as they plan lessons for teachers; the teachers can get lost in the resources.

Perceptions

Perceptions Summary

Our culture is being developed, but it is a very positive one. We are working with our community and local businesses to help everyone feel welcome at our school. The portables have been a big concern for our families and addressing all the questions and sharing our plans for using the restroom, making sure students have the right amount of lunch and AMP time, and the plan for inclement weather; have helped families feel more comfortable.

We are working on setting the expectation that parents contact the school instead of turning to Facebook when they have concerns.

  - We monitor Facebook and call parents that voice concerns. (We have seen a decrease in parents voicing negative concerns and increasing parents contacting us.)

  - We are communicating the same information in multiple formats.: Facebook, campus email, teacher email, twitter, PTA is including it on their communication as well.

We truly believe in working together to meet the needs of all students. All of their needs.

Perceptions Strengths

Being a new campus, we have a beautiful building.

 Our families are very supportive and help our new families get acclimated to our policies and procedures.

 Parents feel comfortable reaching out to the office for any questions they have.

  - Our front office staff prides themselves on being a positive point of contact for parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our Lance Family needs to work together to meet the needs of both the school, the families, and the community. **Root Cause:** We are a new campus that has added portable buildings this year.

Priority Problem Statements

Problem Statement 1: We are growing very fast as a campus. We have students that are coming from different backgrounds and experiences- both learning and academic.
Root Cause 1: We are in a area of the district that is developing quickly. Houses are being built daily.
Problem Statement 1 Areas: Demographics

Problem Statement 5: Teachers need to have a common understanding of the Best Practices being used.
Root Cause 5: Our teachers have different experiences.
Problem Statement 5 Areas: Student Learning

Problem Statement 3: Teams need to focus their planning time on the "How" they are going to teacher as opposed to "What" they are going to teach.
Root Cause 3: We have lots of resources for our teachers to uses as they plan lessons for teachers; the teachers can get lost in the resources.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our Lance Family needs to work together to meet the needs of both the school, the families, and the community.
Root Cause 4: We are a new campus that has added portable buildings this year.
Problem Statement 4 Areas: Perceptions

Problem Statement 2: Our students instruction needs to be differentiated to meet their individual needs and experiences.
Root Cause 2: Our students have different experiences.
Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

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
- Study of best practices
- Action research results

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Strategy 1 Details			Reviews			
Strategy 1: Intentionally add content literacy to our planning conversations.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to read and comprehend a variety of text in all classes.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff						
Problem Statements: Student Learning 1						
Strategy 2 Details			Reviews			
Strategy 2: Think Along Plans: incorporating comprehension skill practice using cross-curricular text			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate a deeper understanding in all classes			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff						
Problem Statements: Student Learning 1						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers need to have a common understanding of the Best Practices being used. **Root Cause**: Our teachers have different experiences.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be using Best Practices to design rigorous instruction for every child.	**Formative**			**Summative**
Using the Instructional Framework while planning and in PLC to help design instruction	**Nov**	**Jan**	**Mar**	**May**

* Depth and Complexity
     * Backwards Design
     * Formative Assessments
     * Strengthening Academic Discourse
 	
 Strategy's Expected Result/Impact: Students will be engaged in more rigorous relevant lessons that target Students thinking at higher order levels, communicating their thinking, and looking at topics in multiple ways.
 	
 Staff Responsible for Monitoring: Teachers
 Team Leaders
 Administration
 	
 Problem Statements: Student Learning 1, 2				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers need to have a common understanding of the Best Practices being used. **Root Cause**: Our teachers have different experiences.
Problem Statement 2: Our students instruction needs to be differentiated to meet their individual needs and experiences. **Root Cause**: Our students have different experiences.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Strategy 1 Details				Reviews			
Strategy 1: SEL: - Use SEL skills to help students learn to communicate effectively - Campus norms created to cultivate a safe learning environment				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will be able to express their thoughts and feelings with their peers and the adults around them without fear.
     Staff Responsible for Monitoring: All Staff
 Counselor
 	
     Problem Statements: Student Learning 2							

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our students instruction needs to be differentiated to meet their individual needs and experiences. **Root Cause**: Our students have different experiences.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Lance Thompson will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development: - We are providing the staff with scaffolded professional development in Depth and Complexity - We will use Thursdays to train and learn about our craft. **Strategy's Expected Result/Impact:** Teachers will use depth and complexity in their classrooms on a regular basis. **Staff Responsible for Monitoring:** Admin team **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: Creative PD Schedules:
- We are making schedules to maximize our teachers time.
  - Lunch and Learns (school supplies lunch for teachers that choose to attend)
  - Duty coverage for teachers that need to work on reading academy
  - Bringing Instructional Coaches to PLCs to help teams work through data, TEKs, and best practices
Strategy's Expected Result/Impact: An increase in staff morale
Staff Responsible for Monitoring: Admin Team
Leadership Team
 	
TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: Student Learning 1, 2 - School Processes & Programs 1
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers need to have a common understanding of the Best Practices being used. **Root Cause**: Our teachers have different experiences.
Problem Statement 2: Our students instruction needs to be differentiated to meet their individual needs and experiences. **Root Cause**: Our students have different experiences.

School Processes & Programs
Problem Statement 1: Teams need to focus their planning time on the "How" they are going to teacher as opposed to "What" they are going to teach. **Root Cause**: We have lots of resources for our teachers to uses as they plan lessons for teachers; the teachers can get lost in the resources.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Equity and Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details	Reviews			
Strategy 1: Building our Lance Family: - Making new families feel welcome - Making sure our new families have all the information they need - started a google site based on feedback - Cultural night, where families can share their culture and traditions with each other **Strategy's Expected Result/Impact:** Families will come to campus more often, because they feel welcome. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 1 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are growing very fast as a campus. We have students that are coming from different backgrounds and experiences- both learning and academic. **Root Cause**: We are in a area of the district that is developing quickly. Houses are being built daily.

Perceptions
Problem Statement 1: Our Lance Family needs to work together to meet the needs of both the school, the families, and the community. **Root Cause**: We are a new campus that has added portable buildings this year.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Financial Reform: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.

Strategy 1 Details		Reviews			
		Formative			**Summative**

Strategy 1: Using our budget to support our students academic and social endeavors:
  - PD for teachers
  - Supplies for students
  - Supplies they ask for (recess, Makerspace)
    Strategy's Expected Result/Impact: Our budget will be in alignment with our campus goals.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: Student Learning 2
		Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	➡ Continue/Modify		✖ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our students instruction needs to be differentiated to meet their individual needs and experiences. **Root Cause**: Our students have different experiences.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Arrival and Dismissal procedures:	**Formative**			**Summative**
With our ongoing construction within the community we are in, this is a concern for us. We have worked with NISD safety and Security team and Northlake PD to find the safest routes to use.	**Nov**	**Jan**	**Mar**	**May**

- Clear with our communication with how and where the students go to leave campus
    - Talk to the students in school, practice, have teacher with them after school.
    - Communicate with parents: Newsletter, Facebook, Instagram, and Website
  - Teachers will walk students to the crosswalk to ensure they are safe
    - Train students to use the crosswalks
Strategy's Expected Result/Impact: Students will be safe while walking to campus and off campus.
Staff Responsible for Monitoring: All Staff
 	
Problem Statements: Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Safe Learning Environments:	**Formative**			**Summative**
- Teachers will be using Morning Meetings to be build community within the class. - Specifically appropriate communication skills	**Nov**	**Jan**	**Mar**	**May**
- Students will be give the opportunity to use the interpersonal skills they learn in Morning Meetings **Strategy's Expected Result/Impact:** Our students will have the skills and confidence to articulate their thoughts and engage in meaningful conversations through all life experiences. **Staff Responsible for Monitoring:** Counselors- Monitoring Morning Meetings Administration- Will monitor student communication skills during walk though				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We are growing very fast as a campus. We have students that are coming from different backgrounds and experiences- both learning and academic. **Root Cause**: We are in a area of the district that is developing quickly. Houses are being built daily.

Perceptions
Problem Statement 1: Our Lance Family needs to work together to meet the needs of both the school, the families, and the community. **Root Cause**: We are a new campus that has added portable buildings this year.

Addendums

LANCE THOMPSON ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level. **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways. **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data: ● *P: Planning & PLC* 　○ *Aligned student expectations - grade level and vertically* 　○ *Aligned campus staff expectations* 　○ *Committing to utilize the Instructional Framework to guide planning and instruction.* 　○ *Planning focus: planning document for addressing our campus lookfors* ● *R: Responses & Discourse* 　○ *Content Literacy - grade level expectation visual for writing lookfors that can be*

shared in all areas. Collaborative check-ins on quality and consistency of written responses.
- *Talk moves* - utilize talk moves to promote student led discourse and deeper comprehension
- **I**: Investigations
  - *Intentionally planned time for students to use investigative skills and inquiry based learning strategies across content areas*
  - *Goal setting and reflection conferences to celebrate student growth*
- **D**: Differentiation
  - *PLC: intentionally collaborate with student support teams (SPED, DYS, Gates, RtI/EL, AMP) to support all learners*
  - *Depth & Complexity: using icons to support deeper understanding of content and increased academic discourse*
- **E**: Engagement
  - *Supporting student needs and interests- extending and scaffolding/reteaching the content*
  - *SEL: Clear, aligned, academic expectations across the team about what students can do. Emphasizing the support of growth mindset amongst students.*
  - *SEL: Knowing our students*
  - *PBIS: aligned behavioral expectations, clear visual supports, staff alignment check-ins with each other*

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

==*By focusing on reading, writing, and speaking across disciplines, students will be equipped to synthesize information and make meaningful connections.*==

Theory of Action – SPEAKING
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our	**If we, establish a safe learning environment**
	And if we, focus on appropriate communication skills (eye contact, body language, thoughtful listening, voice level)

Instructional Challenge (POP) this year:	
	And if we,
	Then these are the changes we expect to see in ourselves and our students: Our students will have the skills and confidence to articulate their thoughts and engage in meaningful conversations through all life experiences.

Theory of Action – READING	
(Anchored in the NISD Instructional Framework)	
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we, expose students to a variety of literature across content areas**
	And if we, model and teach how to utilize multiple strategies and tools
	And if we, plan opportunities for productive struggle
	Then these are the changes we expect to see in ourselves and our students: students will grow in their knowledge, problem solving skills, independence, and confidence. Which will promote a growth mindset.

Theory of Action – WRITING
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we, create opportunities for our students to write across disciplines**
	And if we, provide common tools to self-assess all writing
	And if we,
	Then these are the changes we expect to see in ourselves and our students: Our students will be able to make meaning of their writing.

Theory of Action – WRITING
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we, collaborate to align writing expectations**
	And if we, regularly participate in writing calibration
	And if we,

	Then these are the changes we expect to see in ourselves and our students: Our grade level will be more aligned with the curriculum and TEKs expectations.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Progressive writing conventions checklist with familiar visuals	ELA Teachers - vertically collaborating	First 6 weeks	Bi-annual collaborative writing calibration PLC
PLC time for writing calibration	ILT - setting agenda Teachers - collaborating	Quarterly	Evidenced by PLC calendar and agendas
PD: Talk moves training	Staff	First semester	Evidenced by teacher attendance
SEL: Using SEL communication skills in content discussions	SEL team & staff	First 9 weeks	Teacher observations and feedback
SEL: Campus norms created to cultivate a safe environment - to share thinking	Staff	Foundations - First 20 days	Teacher observations and feedback

Think Along Plans: incorporating comprehension skill practice using cross-curricular texts	Staff	First 9 weeks	Student data: MAPs, CBA, DRA checkpoint
Depth & Complexity: using icons to interpret texts through different lenses	Staff	Back to school training, all year	Team walkthroughs, student work evidence, addition of evidence to Depth & Complexity Classroom Examples
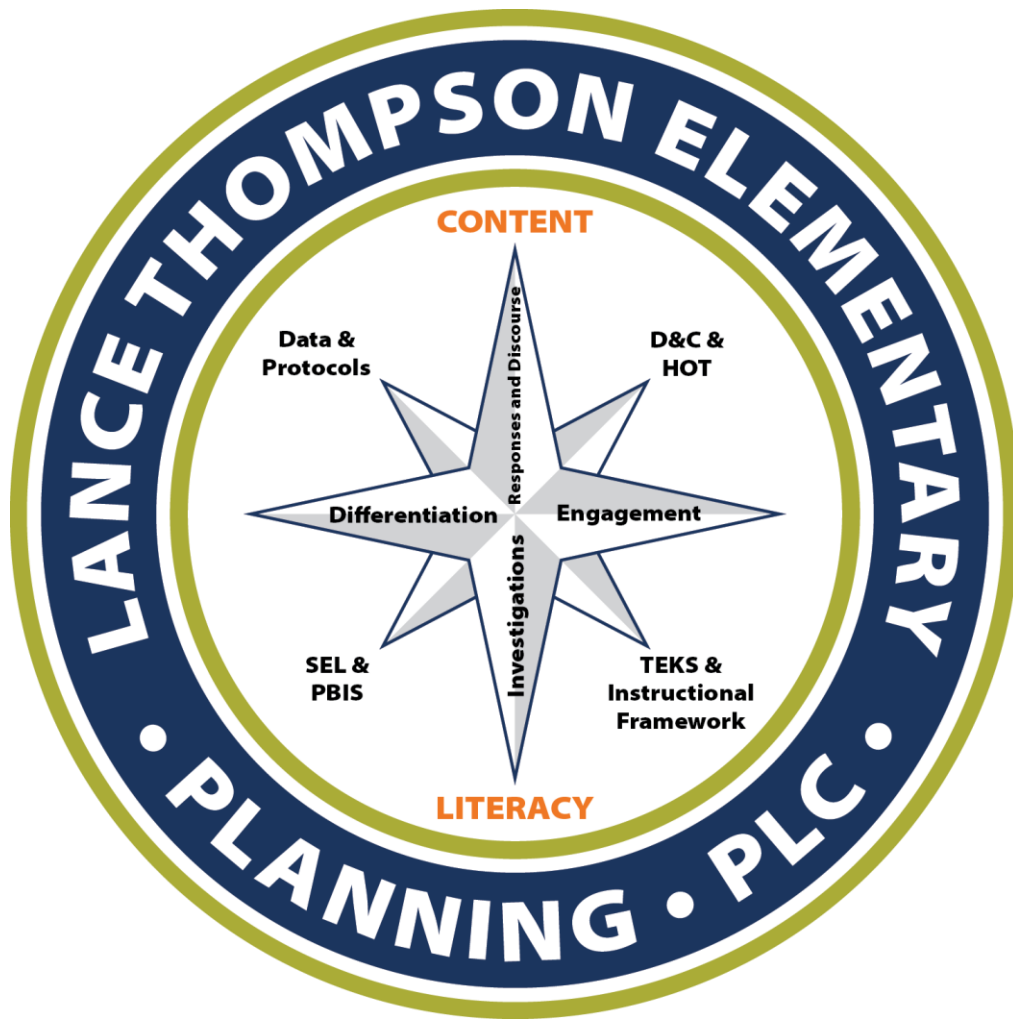
Northwest Independent School District

Lizzie Curtis Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
28%	20%	21%	2%	29%	35%	17%	4%	4%	8%	30%	50%	20%	0

At Lizzie Curtis, we pride ourselves on educating the whole child and growing Legendary Leaders in both our students and our staff. We are an elementary school in our fifth year of serving students and families in North Fort Worth. We are located in an ethnically diverse, rapidly growing neighborhood community. We welcomed over 175 new students this year and 13 new teachers, 1 new counselor, and 3 new assistants to support our growing enrollment and teachers who were promoted into administrative and coaching roles within the district.

We serve 674 students in Pre-Kindergarten through 5th grade with an ECSE and SLC program to support special needs. Our attendance boundary changed this year to include a new neighborhood and large apartmemnt complex. We anticipate enrollment growth to continue steadily throughout the year as families move into this new neighborhood. We partner with a church who provides Snack Packs for Economically Disadvantaged students.

Our demographics have shifted significantly in comparison to last year particularly in the areas of Economically Disadvantaged, English Learners, and At-Risk.

Demographics Strengths

We strive to serve our diverse population with purpose to support academic and social emotional needs using a variety of resources and methods.

Social Emotional Learning - We pride ourselves on our positive, student-centred campus culture. Our teachers are deeply committed to educating and nurturing the whole child - focusing on students' social and emotional well-being while increasing their academic achievement.

- Social Emotional Learning Targets are created and distributed by our Counselor based on NISD's Competencies, which is grounded in CASEL. The Learning Targets change each week and are a topic of conversation in classrooms throughout the day
- Daily Counselor Announcements systematically support our Social Emotional Learning Targets: Mindful Monday, Talk About it Tuesday, "Wonder"ful Wednesday, Thoughtful Thursday, Feel Good Friday
- Each homeroom class participates in Morning Meeting where students participate in learning how to effectively greet one another, share positive information , focus on the Social Emotional Learning Target, participate in an activity or class announcements, and close out the Morning Meeting
- Our campus participates in Positive Behavior Intervention Supports (PBIS) to shape desired student and staff behavior. Our "Be a Legend" PBIS focuses on expected behaviors in all areas of our school - classroom, hallways, playground, bathroom, cafeteria, assemblies, and bus
- The Ron Clark House System is used campus-wide to support a sense of community, to compliment our PBIS system, and to increase student engagement
- Students are recognized daily on our announcements for exhibiting positive, helpful behavior at school. Super Star Shout-Outs are posted on a bulletin board outside of the Cafeteria.

We meet students' academic needs in a variety of ways:

- English Language Learners are served through one full time Reading Interventionist, a part time Reading Interventionist, and an EL Paraprofessional
- Dyslexic students are served through one full time Reading Interventionist and one part time Reading Interventionist
- At Risk students are served through a campus-based Interventionist
- Pre-K is offered to students who meet eligibility through military, ELL, foster care, and low Socio-Economic status. Pre-K is also offered as a tuition-based program to students who do not meet qualifying criterion
- Students aged 3-4 with significant physical, cognitive, and/or language delays are served through our PPCD program with one special education teacher and two paraprofessionals
- Students aged Kindergarten-5th grade who have significant physical, cognitive, and/or language delays are served through our SLC program with one special education teacher and three parprofessionals
- Students with learning disabilities are served through one of three Resource Teachers and one paraprofessional. Students participate in a pull-out program and/or through inclusion based upon need
- Interventions are provided and monitored for students who are not making expected progress in general education classes through the Response to Intervention process
- Supports are provided to students needing equal access to the general education program based upon identified medical need, dyslexia, or suspected learning disabilities

We support our teachers' professional learning in a variety of ways:

- Intentional New teacher training acclimates and informs new teachers to our campus culture and best practices
- Ongoing professional learning is targeted to support action steps outlined in this year's Problem of Practice
- Collaborative team lesson planning and resource sharing
- Weekly PLC meetings
- Positive, solution-focused campus culture

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause:** Rapid growth & rezoning

Problem Statement 2 (Prioritized): Welcoming and aquainting new families to Curtis and NISD **Root Cause:** Rapid growth & rezoning

Problem Statement 3 (Prioritized): Professional learning opportunities to improve instructional practices among new teachers **Root Cause:** New teaching positions added for growth and to replace highly trained, experienced teachers

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Problem Statement 5 (Prioritized): Maintaining positive, connected, solution focused campus morale for staff **Root Cause:** Rapid growth coupled with filling vacancies left by teacher promotions last year

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	72%	83	69%	82%	64%	84%	50%	70%	89%	87%	80%	65%	53%

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	80%	64%	78%	81%	76%	66%
% Met Growth Projection	80%	74%	96%	83%	93%	89%

Student Learning Strengths

We are closing learning gaps in our STAAR scores. When looking at cohort data - the following value was added as reflected in last year's passing scores in comparison to each cohort group's previous year's achievement.

Cohort Group Tested	Reading	Math
4th Grade	+12%	+1%
5th Grade	+23%	+15%

Student achievement has nearly returned to and/or surpassed Pre-Covid scores as measured by STAAR

READING - STAAR Passing Scores

	2019	2021	2022
3rd Grade	88%	72%	83%
4th Grade	75%	64%	84%
5th Grade	86%	89%	87%

	2019	**2021**	**2022**
3rd Grade	86%	69%	82%
4th Grade	61%	50%	70%
5th Grade	87%	80%	65%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause:** Rapid growth & rezoning

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School Processes & Programs

School Processes & Programs Summary

Instructional Leadership practices contribute to increased levels of implementation and effectiveness:

- Bi-monthly Instructional Leadership Team (ILT) Meetings - leadership is modeled and distributed within this group. The ILT collaborates with administrators to assist in campus decision-making
- ILT engages in data analysis to determine campus, grade level, and classroom focus
- To increase shared responsibility of needs assessment, instruction, and accountability, Curtis's Instructional Focus was co-authored with ILT after evaluating multiple measures of data and identifying root cause analysis
- Campus Instructional Focus is the filter through which professional learning is implemented

We have a variety of Instructional Practices in place at Lizzie Curtis that add value to the educational programming for students:

- Use of embedded tutoring time to meet student needs, called "Legend Time"
- Aligned curriculum and resources
- Pull out support for MTSS Tier 3 students
- Language support provided to students learning English
- Use of curriculum coaches and behavior interventionist for support and professional learning
- Weekly collaborative planning times for teachers
- Lesson plans are submitted weekly in a web-based, shared folder
- Use of Learning Targets helps students understand the lesson's expectations and encourages self-reflection
- Use of Academic Vocabulary to support our English Learners
- RTI, Dyslexia, ELL, 504, and Special Education are safety nets provided to students eligible for support
- Based upon assessment, students who meet eligibility are able to receive accelerated math instruction and grade skipping

We strive to recruit, support, and retain highly effective personnel:

- Intentional training to acquaint teachers to campus culuture and expectations
- Participation in professional learning regarding effective hiring processes for administrators
- Our counselor shares Staff Shout-Outs on the announcements each week for Feel Good Friday
- We are purposeful in the way we welcoming new staff when they join our Lizzie Curtis team through introducing them to our staff and community, supporting them as they learn their new role
- The Mentor Program provides support to new teachers
- New teachers and those with three or less years' experience are invited to attend "New Teacher Academy" where curriculum, classroom management, assessment and Northwest ISD expectations are modeled and reinforced

Organizational processes in place at Lizzie Curtis include:

- Common weekly PLC times are provided for grade level and departments
- Participation in Vertical PLCs
- Master schedule provides adequate blocks of instructional time for each grade level
- Master schedule has been reorganized to allow for students to participate in math acceleration
- Teachers communicate with families weekly through newsletters
- Time is allocated within our professional learning schedule for teachers to document evidence for RTI, Student Learning Objectives, and progress towards TTESS goals

- Families registering after the beginning of the school year receive a welcome packet sharing detailing campus and district processes

Administrative processes include:

- Regular communication with all stakeholders: Weekly staff newsletters, "Crew News", Monthly Campus Newsletters "Tuesday Newsday", ILT Minutes shared with all staff
- Communication with families via text, phone calls, school website, email, and school social media
- Teachers are provided reflective feedback that affirms their practices and provides areas for refinement
- Weekly administrative team meetings with counselor, office manager, assistant principal, and principal
- Purposefully creating and planning professional learning based upon our Instructional Focus and campus needs

School Processes & Programs Strengths

- Based upon feedback from all stakeholders, Lizzie Curtis takes pride in the implementation of our school processes and programs that nurture social emotional well-being and supports the learning of the whole child and staff
- Staff committed to educating the whole child
- On-boarding new staff to The Lizzie Way in an effort to communicate expectations and perpetuate the strong culture of our school
- Creating a Google Site for families new to Curtis and Northwest ISD to provide a resource of campus and district procedures and FAQs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause:** Rapid growth & rezoning

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Problem Statement 5 (Prioritized): Maintaining positive, connected, solution focused campus morale for staff **Root Cause:** Rapid growth coupled with filling vacancies left by teacher promotions last year

Problem Statement 6: Staff does not feel genuninely appreciated **Root Cause:** Coming out of Covid and heavy workloads

Problem Statement 7: Teachers do not feel included at NISD **Root Cause:** Rapid staff growth

Perceptions

Perceptions Summary

At Lizzie Curtis, we strive to collaborate with staff, students, and families to provide a nurturing environment that educates the whole child to achieve personal excellence.

We believe all kids can learn when we educate the whole child and when there is a strong partnership between home and school. We hold fast to our positive culture, values and beliefs. We provide a supportive environment for all stakeholders, focused on social emotional well-being, literacy development, and ensuring the academic growth of students. Our community is engaged in various ways: PTA, PTA Executive Board, Tuesday Crew volunteers, Room Moms, Watch DOGS, Volunteering, Trunk-or Treat, Sweets with Santa, Pancakes with your Sweetheart, Apex Fun Run - as Safety Protocols allow

Perceptions Strengths

Lizzie Curtis has created a positive reputation and is a school home where families entrust their children.

Our Energage Staff Survey results indicate:

- NISD operates by strong values
- Staff is well-informed about decisions
- Principal/Supervisor helps them grow

Most recent Parent Survey results are positive. At least 95% of families had positive responses to survey questions in all categories:

- Student and familes' feelings toward school
- Communication
- Safety
- Instruction
- Facilities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Welcoming and aquainting new families to Curtis and NISD **Root Cause:** Rapid growth & rezoning

Problem Statement 2 (Prioritized): New students, staff, and families unaware of school culture and expectations **Root Cause:** Rapid growth in student enrollment

Problem Statement 3 (Prioritized): Maintaining positive, connected, solution focused campus morale for staff **Root Cause:** Rapid growth coupled with filling vacancies left by teacher promotions last year

Problem Statement 4: Staff does not feel genuninely appreciated **Root Cause:** Coming out of Covid and heavy workloads

Problem Statement 5: Teachers do not feel included at NISD **Root Cause:** Rapid staff growth

Priority Problem Statements

Problem Statement 1: Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17%
Root Cause 1: Rapid growth & rezoning
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Welcoming and aquainting new families to Curtis and NISD
Root Cause 2: Rapid growth & rezoning
Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Professional learning opportunities to improve instructional practices among new teachers
Root Cause 3: New teaching positions added for growth and to replace highly trained, experienced teachers
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: New students, staff, and families unaware of school culture and expectations
Root Cause 4: Rapid growth in student enrollment
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Maintaining positive, connected, solution focused campus morale for staff
Root Cause 5: Rapid growth coupled with filling vacancies left by teacher promotions last year
Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Plan and provide rigorous student tasks which give opportunities for students to speak, read, and write about their thinking in all areas.

    Evaluation Data Sources: DRA, MAP, Formative Assessments, Lesson Plans

Strategy 1 Details				Reviews			

Strategy 1: Teachers will model and hold students accountable for using academic vocabulary in student responses across content areas
     Strategy's Expected Result/Impact: Increased understanding and application of vocabulary
     Staff Responsible for Monitoring: Teachers, ILT
 	
     Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 - Perceptions 2
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**May**
Strategy 2 Details				Reviews			

Strategy 2: Teachers will monitor student progress and plan for instruction by analyzing a variety of formative and summative data
     Strategy's Expected Result/Impact: Customized learning for students to increase achievement
     Staff Responsible for Monitoring: Teachers, ILT, Admin
 	
     Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 3
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**May**
Strategy 3 Details				Reviews			

Strategy 3: We will build community and student leadership opportunities through Clubs and the House System
     Strategy's Expected Result/Impact: Increased sense of belonging, emotional well-being, and leadership
     Staff Responsible for Monitoring: Teachers, Counselor
 	
     Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**May**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause**: Rapid growth & rezoning
Problem Statement 2: Welcoming and aquainting new families to Curtis and NISD **Root Cause**: Rapid growth & rezoning
Problem Statement 3: Professional learning opportunities to improve instructional practices among new teachers **Root Cause**: New teaching positions added for growth and to replace highly trained, experienced teachers
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Student Learning
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School Processes & Programs
Problem Statement 1: Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause**: Rapid growth & rezoning
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Perceptions
Problem Statement 1: Welcoming and aquainting new families to Curtis and NISD **Root Cause**: Rapid growth & rezoning
Problem Statement 2: New students, staff, and families unaware of school culture and expectations **Root Cause**: Rapid growth in student enrollment

Goal 2: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: We will boost staff morale and sense of purpose on campus.

    Evaluation Data Sources: Survey, Observational, Student Achievement Data

Strategy 1 Details	Reviews			
Strategy 1: Creative duty scheduling on Tuesdays to provide time for grade level teams to eat lunch together "Tuesday Team Days"	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased connecttions among teammates
    Staff Responsible for Monitoring: ILT
 	
    Problem Statements: Demographics 4, 5 - Student Learning 3, 4 - School Processes & Programs 4, 5 - Perceptions 2, 3
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Social Committee will plan and schedule staff luncheons and various team building opportunities	**Formative**			**Summative**

Strategy's Expected Result/Impact: Boost staff morale
    Staff Responsible for Monitoring: Sunshine Committee, Counselor
 	
    Problem Statements: Demographics 4, 5 - Student Learning 3, 4 - School Processes & Programs 4, 5 - Perceptions 2, 3
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Support new teachers through intentional professional learning, observations of colleagues, and strategically scheduled time with mentors "Mentor Mondays"	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet new teachers' professional needs **Problem Statements:** Demographics 3, 4, 5 - Student Learning 2, 3, 4 - School Processes & Programs 3, 4, 5 - Perceptions 2, 3	Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Weekly collaboration in PLCs where teachers analyze data, plan for student learning, and engage in professional learning		Formative			Summative
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Collaboration, professional learning, increased student achievement **Staff Responsible for Monitoring:** Teachers, ILT, Admin **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 3					

Strategy 5 Details		Reviews			
Strategy 5: Provide written feedback to teachers regularly		Formative			Summative
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Professional growth **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** Demographics 3, 4, 5 - Student Learning 2, 3, 4 - School Processes & Programs 3, 4, 5 - Perceptions 2, 3					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause**: Rapid growth & rezoning |
| **Problem Statement 3**: Professional learning opportunities to improve instructional practices among new teachers **Root Cause**: New teaching positions added for growth and to replace highly trained, experienced teachers |
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| **Problem Statement 5**: Maintaining positive, connected, solution focused campus morale for staff **Root Cause**: Rapid growth coupled with filling vacancies left by teacher promotions last year |
| **Student Learning** |
| **Problem Statement 1**: Significant changes in demographics: - Economically Disadvantaged increase of 7% - English Learners increase of 12% - At-Risk increase of 17% **Root Cause**: Rapid growth & rezoning |
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Problem Statement 2: New students, staff, and families unaware of school culture and expectations **Root Cause**: Rapid growth in student enrollment
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Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: We will engage our stakeholders in the work we do at Curtis Elementary School

    Evaluation Data Sources: Survey, Feedback, Participation

Strategy 1 Details	Reviews			
Strategy 1: Intentional onboarding of new teachers includes staff culture, best practices, campus norms and expectations "The Lizzie Way"	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Provide clear expectations and learning to new teachers
    Staff Responsible for Monitoring: Admin, Teachers
 	
    Problem Statements: Demographics 3, 5 - Student Learning 2, 4 - School Processes & Programs 3, 5 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Welcome new families through Quarterly new student luncheons, Coffee with the Principal, informative Google Site for new families to access	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Welcome and provide detailed, relevant information to new families
    Staff Responsible for Monitoring: Admin, Office Manager, Counselor
 	
    Problem Statements: Demographics 2, 4 - Student Learning 3 - School Processes & Programs 2, 4 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Increase volunteer opportunities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increaed family engagement	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Admin, Counselor, Office Manager **Problem Statements:** Demographics 2, 4 - Student Learning 3 - School Processes & Programs 2, 4 - Perceptions 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Host Multicultural Night to learn about and honor our many cultures	**Formative**			**Summative**
Strategy's Expected Result/Impact: Raise cultural awareness and increase family engagement **Staff Responsible for Monitoring:** Family Involvement Committee, Admin, Counselor, Teachers	**Nov**	**Jan**	**Mar**	**May**
Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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Addendums

CURTIS ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

10% increase in student growth from Beginning of Year to End of Year as measured by Literacy Assessments in KG-1st, MAP/Ready in 2nd-5th grade

We strive to continue closing student achievement gaps as we recover from learning loss. We see the need to build students' ability to make meaning and apply their learning across content areas:

- Student achievement has not reached pre-pandemic levels.
- Diverse student demographics

● Growing student population and staffing as a result of rezoning

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

All teachers at Lizzie Curtis Elementary School will plan and provide rigorous student tasks which give opportunities for students to speak, read, and write about their thinking in all content areas.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we explicitly teach students to make meaning of various sources of information across all content areas,**
	And if we intentionally plan rigorous student tasks requiring to students to respond in a variety of ways,
	And if we review data and student work in PLCs to make informed instructional decisions, **Then these are the changes we expect to see in ourselves and our students:** Our teachers will engage in data-informed cycles of planning that provide opportunities for students to respond to their learning in multiple ways. Students will understand and communicate their learning in multiple ways across all content areas. We expect to see increased student growth measured by LiteracyAssessments, MAP, and iReady.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved? What is our time frame?	How we will monitor our progress?
Provide Professional Learning and resources for teachers to design rigorous tasks across all content areas.	Admin Team Instructional Coaches ILT All Teachers	August 2022- February 2023	-Professional Learning Plan -Lesson Plans -Walkthroughs -Student Work
Model and hold students accountable for using academic vocabulary in student responses across content areas.	All teachers Daily		- Walkthroughs - Student & Teacher use - Student Work
Use various formative assessments (such as those in the Lead4Ward Playlist) that allow students to respond in a variety of ways.	All Teachers Specialists Instructional Coaches	Weekly	-Lesson Plans -Formative Assessments

Provide Professional Learning to support teachers' use of protocols to review student data that informs instruction.	ILT Admin Team Instructional Coaches All Teachers	September 2022- March 2023	-Professional Learning Plan -PLC Work
Meet in PLCs to look at student work to monitor progress and plan for instruction.	All Teachers ILT Admin Team Instructional Coaches	Bi-Weekly	-PLCs -Lesson Plans

Northwest Independent School District

Nance Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Sonny and Allegra Nance Elementary School Vision

Learn. Lead. Empower. Serve.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Nance is a Pre-Kindergarten-5th grade elementary campus with an ECSE classroom, a PACEE classroom and a SLC classroom.

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
43.9%	25.8%	19.5%	1.7 %	7.9%	32.8%	23.9%	5.8%	12%	5.4%	7.1%	32%	14%	0

This year we have seen an increase in our African American, Asian, Economically Disadvantaged and Special Education populations.

Demographics Strengths

Our student enrollment has been consistent over the past year to just over 500 students.

We are an ethnically diverse campus. Each year our cultural diversity grows. Our African and Asian languages are where we are seeing most of our growth.

We are proud of our MTSS process. Each year we are able to identify more students for specialized assistance in dyslexia and special education services with fewer disqualifications. This was a considerable strength for us this past year as every child who was recommended for further testing through our MTSS process qualified for additional services. We are also showing a decrease in parent referrals, possibily due to our processes catching students in a more timely manner.

This is our fifth year of the House System. Each year it has evolved to inlcude more activities including service learning and community support opportunities. We have incorporated social-emotional awareness into our House meetings.

We have focused on building a culture of family and support for all this past year. We believe it is important to offer a "magical" atmosphere to everyone who enters our building. This led to minimal turnover for the current school year. We only had three teachers leave at the end of the school year; one retiree, one promotion and one family relocation.

We are fortunate to partner with Community Storehouse to supply snack packs to students that qualify for the assistance. The needs of our families are growing and Community Storehouse will continue to support those needs this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause:** Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.

Problem Statement 2 (Prioritized): With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause:** Steady increase in changing demographics with limited staff to support direct language needs

Problem Statement 3 (Prioritized): Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students. **Root Cause:** Differences in state expectations and how standards are assessed

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	81%	77%	81%	80%	69%	74%	76%	83%	78%	93%	77%	84%	87%

Nance showed gains in 4th and 5th grade reading and STAAR scores at the approaches, meets and masters levels. 5th grade reading increase by 15 percentage points from the '21-'22 school year to this past school year with the other 4th and 5th grade tests increasing from anywhere between 5 and 7 percentage points.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	77%	70%	49%	64%	71%	83%
% Met Growth Projection	76%	72%	75%	89%	80%	94%

Nance is still performing below the district goal of 90% of students reading at or above grade level. We are showing growth in our reading instruction and targetting student needs and will continue to focus on our small group reading instruction.

(MAP Growth Data)

	2nd Expected Growth	2nd Observed Growth	3rd Expected Growth	3rd Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	14	11.4	9	8.7	8	7.0	8
Math	15.5	14	13.6	15	12.1	12	10.6	10

Student Learning Strengths

Our master schedule includes a built-in intervention time in 3rd through 5th grade where students are served by classroom teachers and campus interventionist. Students are involved in club opportunities to build community and relationships with others besides their general education teachers on the campus.

Our intervention staff is working with primary teachers each week on research-based phonetic instruction and are pushing into classrooms each morning at 7:20 am to support students who need extra support with alphabet and phonological awareness.

Nance showed gains in 4th and 5th grade reading and STAAR scores at the approaches, meets and masters levels. 5th grade reading increase by 15 percentage points from the '21-'22 school year to this past school year with the other 4th and 5th grade tests increasing from anywhere between 5 and 7 percentage points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not performing where they need to be in reading, writing and math. **Root Cause:** We have not had an intentional focus on quality Tier 1 instruction.

Problem Statement 2 (Prioritized): All students are not leaving the grade level reading at the expected proficiency. **Root Cause:** We have not had an intentional focus on guided reading and how we are targeting the needs of students in the instructional groups.

Problem Statement 3 (Prioritized): Students that are on or above grade level are not always making a year's growth each year in reading. **Root Cause:** We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

School Processes & Programs

School Processes & Programs Summary

We have a full time Comp. Ed Interventionist on staff to serve our At-Risk population.

We currently have one full time GATES teacher serving our gifted and talented learners.

We have 2 full time and one shared reading interventionists trained in MTA to serve our students with dyslexia.

We have 3 full time Special Education teachers, 2 of those teachers are also MTA certified to work with Special Educaiton students who are also identified as dyslexic.

We serve students in our SLC and PACEE classrooms.

We have an Early Childhood Special Education class to serve special needs children beginning at age 3.

Our counselor pulls specialized SEL focus groups weekly and plans monthly whole class activities. She supports teachers with Morning Meeting content that is used across the campus.

School Processes & Programs Strengths

We have a strong RTI system in place. Students receive intervention based on targeted goals and are identified for additional testing when intervention progress is not showing to be successful.

We have an intervention time built-in to our master schedule in 3rd through 5th grades that provides for MTA and RTI students to receive services and minimize the time out of classroom during direct instruction.

Our GATES specialist meets with enrichment groups at each grade level to provide extensions that foster critical thinking.

As our teachers grow in their learning they need continued support with understanding the depth and complexity of the standards. We will continue to protect Tuesdays for grade level PLCs and for teachers to schedule time to meet with content coaches to unpack the power standards to gain a better understanding.

Our counselor utilizes student and teacher data to support her interactions with students. She has intentionally met with each student on campus to get to know them and support their needs.

We have a campus house system and clubs that support the culture of care, service and community in our building. They allow for students to make connections and build relationships across our campus and beyond their grade level classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our RTI process lacks opportunities for students to receive tier 3 interventions in math from a Comp. Ed. Interventionist on a consistent basis. **Root Cause:** We only have one Comp. Ed. interventionist to serve all RTI students. Our literacy needs take up the majority of her time.

Problem Statement 2 (Prioritized): Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause:** There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.

Perceptions

Perceptions Summary

Here at Nance we strive to foster a culture of family. We expect that every stakeholder who enters our building feels a sense of care and warmth from those who surround them. We value the professionalism and voice of those around us and hold professional conversations to support the needs of all. We belief that ALL students learn with and through each other and the opportunites we provide for them will enhance their learning experience.

Perceptions Strengths

Our families are supportive of our efforts and feel a strong connection to the campus.

Our staff supports each other and seeks out opportunities to connect with our families.

Our staff is a family who supports each other.

We have a engaged PTA who bridges the relationship between our community and campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus Morale was not meeting the needs for a positive professional learning environment. **Root Cause:** Teams worked in isolation from each other rather than collaboratively.

Priority Problem Statements

Problem Statement 6: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students.
Root Cause 6: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 6 Areas: Demographics

Problem Statement 2: Students are not performing where they need to be in reading, writing and math.
Root Cause 2: We have not had an intentional focus on quality Tier 1 instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 9: Our RTI process lacks opportunities for students to receive tier 3 interventions in math from a Comp. Ed. Interventionist on a consistent basis.
Root Cause 9: We only have one Comp. Ed. interventionist to serve all RTI students. Our literacy needs take up the majority of her time.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 1: Campus Morale was not meeting the needs for a positive professional learning environment.
Root Cause 1: Teams worked in isolation from each other rather than collaboratively.
Problem Statement 1 Areas: Perceptions

Problem Statement 7: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students.
Root Cause 7: Steady increase in changing demographics with limited staff to support direct language needs
Problem Statement 7 Areas: Demographics

Problem Statement 3: All students are not leaving the grade level reading at the expected proficiency.
Root Cause 3: We have not had an intentional focus on guided reading and how we are targeting the needs of students in the instructional groups.
Problem Statement 3 Areas: Student Learning

Problem Statement 5: Our instruction is lacking an intentional focus on building social emotional and decision making skills.
Root Cause 5: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students.
Root Cause 8: Differences in state expectations and how standards are assessed
Problem Statement 8 Areas: Demographics

Problem Statement 4: Students that are on or above grade level are not always making a year's growth each year in reading.

Root Cause 4: We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

Problem Statement 4 Areas: Student Learning

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Nance Elementary will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Evaluation Data Sources: campus DRA data, quarterly literacy checkpoints, running records, guided reading data, CBA data, STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize assessment data to inform instructional planning for guided reading and book clubs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will use data analysis protocols during PLCs to analyze literacy data. The outcomes of the analysis will inform the planning for guided reading. When planning intentionally for the needs of the students, we will see an increase in student reading growth with fluency and comprehension. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		Reviews			
Strategy 2: Teachers will plan opportunities for students to communicate about their reading and thinking.		**Formative**			**Summative**
Strategy's Expected Result/Impact: When students are intentionally given opportunities to process, discuss and write about what they have read and how their thinking aligns with their reading they show progress with growth in comprehension of what was read. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3		**Nov**	**Jan**	**Mar**	**May**
Strategy 3 Details		Reviews			
Strategy 3: Teachers will support students in setting skill goals for their growth in reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet the goals set for their growth and will increase their reading level. **Staff Responsible for Monitoring:** teachers, administrators **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3		**Nov**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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Campus #061911112
October 11, 2022 4:31 PM

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 2: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause**: Steady increase in changing demographics with limited staff to support direct language needs
Problem Statement 3: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students. **Root Cause**: Differences in state expectations and how standards are assessed

Student Learning
Problem Statement 1: Students are not performing where they need to be in reading, writing and math. **Root Cause**: We have not had an intentional focus on quality Tier 1 instruction.
Problem Statement 2: All students are not leaving the grade level reading at the expected proficiency. **Root Cause**: We have not had an intentional focus on guided reading and how we are targeting the needs of students in the instructional groups.
Problem Statement 3: Students that are on or above grade level are not always making a year's growth each year in reading. **Root Cause**: We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Nance Elementary will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

    Evaluation Data Sources: campus rigor walk feedback, campus assessment data

Strategy 1 Details				Reviews			
Strategy 1: Teachers will utilize the ICLE Rigor Rubric as a tool to plan for rigorous instruction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: If teachers are planning for thoughtful tasks, intentionally planning questions that require students to think at advanced thinking levels and provide students with opportunities to engage in academic discussion, then students will be engaged in rigorous instructional tasks. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1				**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details				Reviews			
Strategy 2: Teachers will use Kaplan's Depth & Complexity Framework to plan for student learning.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will use the Depth & Complexity icons to process and communicate their thinking and learning. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3				**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details				Reviews			
Strategy 3: Teachers will provide opportunities for students to communicate and reflect their thoughts and understanding of the content in written form during their daily tasks.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will utilize written communication strategies to share their thinking and learning. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1				**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Teachers will engage in learning walks focused around student communication and content literacy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will learn from each other by having collaborative instructional conversations and building capacity amongst themselves. Teachers will utilize the knowledge and experiences gained from the walks to plan for rich learning experiences. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will engage with vertical teams to learn more about content literacy and goal setting and how to support our students in each content area.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will build their capacity in content literacy and goal setting and intentionally plan for it to be embedded into their daily lessons. **Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, Vertical Teams, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 2: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause**: Steady increase in changing demographics with limited staff to support direct language needs
Problem Statement 3: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students. **Root Cause**: Differences in state expectations and how standards are assessed
Student Learning
Problem Statement 1: Students are not performing where they need to be in reading, writing and math. **Root Cause**: We have not had an intentional focus on quality Tier 1 instruction.
Problem Statement 2: All students are not leaving the grade level reading at the expected proficiency. **Root Cause**: We have not had an intentional focus on guided reading and how we are targeting the needs of students in the instructional groups.

Student Learning

Problem Statement 3: Students that are on or above grade level are not always making a year's growth each year in reading. **Root Cause**: We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

School Processes & Programs

Problem Statement 1: Our RTI process lacks opportunities for students to receive tier 3 interventions in math from a Comp. Ed. Interventionist on a consistent basis. **Root Cause**: We only have one Comp. Ed. interventionist to serve all RTI students. Our literacy needs take up the majority of her time.

Problem Statement 2: Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause**: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.

Perceptions

Problem Statement 1: Campus Morale was not meeting the needs for a positive professional learning environment. **Root Cause**: Teams worked in isolation from each other rather than collaboratively.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Nance Elementary will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Evaluation Data Sources: SEL student assessment data, SEL teacher assessment data, Morning Meeting observations

Strategy 1 Details			Reviews			
Strategy 1: Students will engage in daily SEL lessons during Morning Meetings.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn strategies focused on core SEL components and utilize those strategies throughout the day.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Campus Administration						
Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 2						

Strategy 2 Details			Reviews			
Strategy 2: Students will engage in service opportunities each month with their campus houses.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain an understanding of serving others through various activities that will support the community and how it feels to positively impact our community.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Campus Administration						
Problem Statements: School Processes & Programs 2 - Perceptions 1						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 2: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause**: Steady increase in changing demographics with limited staff to support direct language needs
Problem Statement 3: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students. **Root Cause**: Differences in state expectations and how standards are assessed

| **School Processes & Programs** |
|---|
| **Problem Statement 2**: Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause**: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation. |
| **Perceptions** |
| **Problem Statement 1**: Campus Morale was not meeting the needs for a positive professional learning environment. **Root Cause**: Teams worked in isolation from each other rather than collaboratively. |

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Nance Elementary will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

    Evaluation Data Sources: student surveys, parent surveys & staff surveys

Strategy 1 Details			Reviews		
Strategy 1: Staff will intentionally plan for opportunities to showcase the cultural richness of our campus.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Our students, staff and families will feel supported and that their culture is respected and appreciated. It will foster an inclusive environment. **Staff Responsible for Monitoring:** Campus administration, Campus staff **Problem Statements:** Demographics 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 2: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause**: Steady increase in changing demographics with limited staff to support direct language needs
Problem Statement 3: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students. **Root Cause**: Differences in state expectations and how standards are assessed

School Processes & Programs
Problem Statement 2: Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause**: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.

Perceptions
Problem Statement 1: Campus Morale was not meeting the needs for a positive professional learning environment. **Root Cause**: Teams worked in isolation from each other rather than collaboratively.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Nance Elementary will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

   Evaluation Data Sources: staff engagement surveys, campus achievement data

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in professional development on varied instructional methods and planning for rigorous learning opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will plan for enriching learning opportunities that stretch student thinking and progress. **Staff Responsible for Monitoring:** Campus Administration, team leaders, teachers **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Staff will participate in multiple professional learning teams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional capacity and focus on strong tier 1 instruction will be focused and planned for consistently across the campus. **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Staff will support and recognize each other to celebrate our accomplishments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will feel supported and appreciated which will in turn fuel a positive attitude and environment. We will see an increase in morale and attendance. **Staff Responsible for Monitoring:** Campus administration and staff **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.

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Student Learning

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Problem Statement 3: Students that are on or above grade level are not always making a year's growth each year in reading. **Root Cause**: We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

School Processes & Programs

Problem Statement 1: Our RTI process lacks opportunities for students to receive tier 3 interventions in math from a Comp. Ed. Interventionist on a consistent basis. **Root Cause**: We only have one Comp. Ed. interventionist to serve all RTI students. Our literacy needs take up the majority of her time.

Perceptions

Problem Statement 1: Campus Morale was not meeting the needs for a positive professional learning environment. **Root Cause**: Teams worked in isolation from each other rather than collaboratively.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Nance Elementary will continue efforts to provide safer learning environments for our students, staff, and community.

    Evaluation Data Sources: Survey information

Strategy 1 Details			Reviews			
Strategy 1: We will practice drill procedures with advanced scenarios.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff and students will respond to situations in a more realistic manner than they traditionally would respond. **Staff Responsible for Monitoring:** Teachers, Operational Leadership Team, Campus Administration			**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details			**Reviews**			
Strategy 2: We will implement a campus safety patrol comprised of students who support the campus and campus safety in various ways.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will serve the campus in a way that supports safety and builds a sense of ownership around our campus in making it as safe as possible. **Staff Responsible for Monitoring:** Operational Leadership Team, Safety Patrol Leaders, Campus Administration **Problem Statements:** School Processes & Programs 2						
Strategy 3 Details			**Reviews**			
Strategy 3: We are reintroducing the WatchDog Program.			**Formative**			**Summative**
Strategy's Expected Result/Impact: We will see an increase of male presence and dads volunteering on our campus. **Staff Responsible for Monitoring:** counselor, campus administration **Problem Statements:** School Processes & Programs 2			**Nov**	**Jan**	**Mar**	**May**
0% No Progress		100% Accomplished		Continue/Modify		✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause**: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Nance Elementary will seek input from various stakeholders to increase communication and transparency.

    Evaluation Data Sources: parent surveys

Strategy 1 Details	Reviews			
Strategy 1: We will create a parent advisory committee to meet throughout the year to gain feedback about the campus and plan for future needs.	**Formative**			**Summative**

Strategy's Expected Result/Impact: increased communication and transparency with families
    Staff Responsible for Monitoring: campus administration
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2
	Nov	**Jan**	**Mar**	**May**

       0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students. **Root Cause**: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 2: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students. **Root Cause**: Steady increase in changing demographics with limited staff to support direct language needs
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Problem Statement 3: Students that are on or above grade level are not always making a year's growth each year in reading. **Root Cause**: We have not intentionally planned for enrichment opportunities for advanced learners, but have rather put our focus on remediation of below level learners.

School Processes & Programs
Problem Statement 2: Our instruction is lacking an intentional focus on building social emotional and decision making skills. **Root Cause**: There have been multiple SEL programs on our campus that have been introduced over the years which has caused inconsistent campus implementation.

Addendums

NANCE ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

65% of students will be successful at the MEETS level on all diagnostics, benchmarks and STAAR assessment.

65% of our Emergent Bilingual and Special Education populations will be successful at the APPROACHES level on all diagnostics, benchmarks and STAAR assessments.

90% of students will be reading at or above grade level at the end of the school year.

-intentionally planned PLC meetings and support
-planning for quality tier 1 instruction (goal setting, differentiated experiences, flexible grouping)
-moving from spoken communication to writing across all grade levels

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

We need to intentionally plan for deep and complex thinking tasks where students utilize verbal and written communication across all content areas and social situations.

Theory of Action
(Anchored in the NISD Instructional Framework)

	If we intentionally design deep and complex thinking tasks...
We are Map Makers and Meaning Makers.	And if we, model and scaffold effective verbal and written communication strategies

These layers to our map will help us improve our	And if we have students communicate their thinking in verbal and written responses utilizing academic vocabulary

Instructional Challenge (POP) this year:
Then, our students will be able to accurately communicate their thinking, learning and feelings as evidenced by an increase in student growth on STAAR, district assessment measures & Satchel Pulse assessments.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Intentionally planning across content areas	-campus instructional staff -campus admin	All Year	-Word walls with cross curricular content -lesson plans -PLC work
Incorporating specialist in lesson design	-campus specialists -teachers -campus admin	Start in September and continue throughout the year	-lesson plans -PLC work
Walkthroughs involving ALL staff with the Rigor rubric	-campus instructional staff	Start with baseline in September and start	-rubrics used in planning -more focused conversations -plot rubrics showing growth

	-counselor -campus admin	with staff in October and continue throughout the year	
Use the Rigor rubric and Lead4Ward resources to design learning experiences	-campus instructional staff -counselor -campus admin	All Year	-components utilized in lesson plans -components embedded in conversations/tasks
Provide differentiated Depth & Complexity PD to staff	-campus instructional staff -counselor -campus admin -JTaylor Education	August (Back to School PD)	-carry over to classroom
Integrate Depth & Complexity into lesson design	-campus instructional staff -campus admin	All Year	-components utilized in lesson plans -student conversations/tasks centered around icons

Planning for academic vocabulary and writing tasks in PLCs	-campus instructional staff -campus admin -campus specialists	All Year	-PLC Work -Word Walls -Lesson Plans -Student Work Examples

Campus PD on task design	-campus admin -campus specialists	August/September	-components utilized in lesson plans -student conversations/task growth on Rigor rubric
Supporting ILT with PLC support	-campus admin	All Year	-PLC agendas -PLC work

Consistent Vertical PLC conversations
-campus instructional staff

-campus admin
All Year -PLC agendas -PLC

work

Northwest Independent School District

Peterson Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

O.A. Peterson Elementary School Mission

The mission of Peterson Elementary is to provide a collaborative learning community that prepares students for the future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
41%	27%	16%	2%	12%	37%	14%	7%	7%	6%	14%	32%	15%	0

O.A. Peterson Elementary opened in 2008 with 250 students. OAP's enrollment has grown over the years. This year, our current enrollment is 702 students. OAP provides services to students needing specialized instruction (Gates, ELL, Dyslexia, 504, and IEP). There are 4 Special Education Teachers, a Media Specialist, Counselor, Nurse, Diagnostician, Speech, 1 EL/ RTI Interventionist, 2 Dyslexia Specialists and GATES Teacher. We also have coaches for Literacy, Math, Instructional Technology, ESL and Special education that are available for our campuses throughout the year. We have OT / PT / VI that provide services for eligible students. We also have many paraprofessionals: 3 SpEd, 1 PreK, 1 EL, and 3 Office.

Demographics Strengths

O.A. Peterson is in an established community that is no longer building new homes, but we have added three new apartment complexes this year. Our parents want to be a part of their child's education and are informed regularly about progress, celebrations and concerns. Our community is very diverse, and we have a large population of EL students that speak more than 18 languages.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	70%	78%	58%	69%	63%	77%	61%	60%	80%	75%	76%	64%	59%

Most of our students performed better on the 2022 STAAR tests than in 2021, however they are not back to their pre-pandemic level. Our 5th grade students did not make progress this year, and we saw a big drop in our science scores. Our leadership team noticed that our students are still struggling to fill in concept gaps in science and math.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	65%	58%	76%	60%	91%	88%
% Met Growth Projection	79%	81%	95%	85%	95%	91%

Our Kinder and 1st grade students came into the school year with more gaps than we had seen in prior years. Targeted intervention helped our students make growth in all of our grade levels, but we have not reached our goal for 90% of our students being on or above level by the end of the year.

(MAP Growth Data)

	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	15.2	12	10.4	9	7.7	9
Math	13.6	13	11.8	13	10	11

Most of our students were very close to the expected growth from Fall of 2021 to Fall of 2022. However our 3rd grade students saw a drop across the grade level in their reading scores.

Student Learning Strengths

Our students have regained most of the ground that was lost in reading during the pandemic. About 85% of our students made at least a year's growth in reading from the beginning to the end of the year. Our MAPS data shows that students made the expected growth from Fall 2021 to Fall 2022 on the MAPS Math assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need personalized (differentiated) Tier 1 instruction to close gaps, extend learning and make a year's worth or more growth. **Root Cause:** Students are coming in on many different levels and our Tier 1 instruction needs to meet each of them where they are in order for them to make at least a year's worth of growth. Mini-lessons and assignments need to be differentiated to close gaps and extend learning.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

O.A. Peterson is in the fifth year of implementation of the Units of Study for reading and writing in all grade levels and phonics in grades K-2. Teachers use the workshop model for their ELA block using Read Alouds, Shared Reading, Conferencing and Guided Reading. Teachers use pre-assessments and reading data to create strategy groups for students who are reading above a DRA 18 to target learning needs. In math, students participate in the problem solving block followed by a mini-lesson and math workshop every day. Students are given pre and post tests in math so that teachers can group students for mini-lessons and differentiate assignments.

Teachers at O.A. Peterson follow the district curriculum and use Learning Targets based on the TEKS to drive their instruction. Formative and summative assessments are completed in each unit to measure what students have learned and reteach if necessary.

All of our students participate in SEL lessons during morning meeting that support the districts' SEL competencies. Students and teachers use the Zones of Regulation to discuss how to regulate our emotions. Each classroom has a PBIS system and students earn House Points in common areas. To encourage cultural awareness, our campus focuses on different cultures and influential people each week on the announcements, and we are having our second annual Multicultural Night in January 2023.

Personnel

This year we welcomed an assistant principal, 16 teachers, and 4 paraprofessionals to our staff. Four of the teachers we hired are new to the profession, and three of those 4 are under an emergency certification.

Organizational

O.A. Peterson has many processes in place to make sure that our school runs smoothly. We are continuing to use the Safety Response Protocols and call button system for all visitors to ensure that our students and staff are safe every day. We have drills throughout the year and safety meetings to discuss areas of strength and weakness. Before and after school duties are assigned and followed throughout the year.

The master schedule is designed so that teachers have an uninterrupted block of 30 minutes for instruction at the beginning of their reading and math blocks. We also had to align our math schedules in 2nd-5th grade to accommodate students that are accelerating for math. Teachers meet for PLCs bi-weekly on Tuesday and participate in planning on Wednesday during their conference time. Our SpEd and GATES teachers are scheduled to attend team planning weekly as well to enhance collaboration and plan for differentiation.

O.A. Peterson sends communication weekly to parents and staff members so that everyone is well informed. We also have a staff calendar to keep everyone up to date on upcoming events, assessments and deadlines. Staff are also provided with a staff handbook and expectations.

Administrative

This is the fourth year for Mrs. Grimes to be our principal. She is the 5th principal since the school opened. Mrs. Kerley is our new assistant principal and has 4 years of experience as an assistant principal in GCISD.

School Processes & Programs Strengths

Communication, schedules and calendars help our school run smoothly on a daily basis. We have added Vertical Team, Committee and PLC meetings to our calendars this year to ensure that we are meeting regularly to discuss student learning and community involvement.

Safety and security have always been a priority at O.A. Peterson. This year we have removed our magnets so that every door is locked throughout the day. We did additional training with our staff at the beginning of the year on LockDowns so that staff feel supported and empowered to call a LockDown in an emergency. Teachers carry their 'Go Bags' throughout the building and at recess.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need direct teaching and continued reinforcement of SEL skills and cultural diversity. **Root Cause:** Students need to develop emotional intelligence due to the current national climate, pandemic and to be successful in life.

Problem Statement 2 (Prioritized): Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. **Root Cause:** With changing safety guidelines, curriculum expectations and multiple events, parents and staff need to have up to date information so that they can support their students.

Perceptions

Perceptions Summary

Parent support has grown a lot over the past few years. Our PTA is larger this year than it has been in years past, and parents feel that they can reach out when they have concerns.

Students are being recognized regularly throughout the year with positive office referrals (Model Mustangs) and 9 weeks awards assemblies. We have regular House Days to build communities across the campus.

Survey data from May of 2022 showed that our staff feels that their work is meaningful. It also showed that our staff that is newer to the district (0-5 years) feel valued, appreciated and supported. Staff that had more than 5 years of experience in NISD were more likely to be un-engaged in their work.

Perceptions Strengths

We have a clear vision, mission and beliefs:

Vision: O.A. Peterson Elementary creates a culture that fosters a love of learning.

Mission: O.A. Peterson Elementary, in collaboration with our community, will ensure that each student is given personalized learning opportunities in a safe and inclusive environment.

Beliefs:

1. Kids come first.

2. Each student will reach his/her full potential.

3. Each student's success is the shared responsibility of students, families, schools & communities.

4. Our school is a positive, supportive place where everyone can take risks.

New staff and many returning staff members feel supported and feel that they can come to administrators with concerns.

Parents are more involved this year, and we have had huge attendance at our first three events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Peterson staff and parents need to feel included and involved in decisions that affect the future of our school. **Root Cause:** We added 21 new staff members and about 100 new families this year. Everyone needs to know where we are headed and be included in the process so that our school succeeds.

Priority Problem Statements

Problem Statement 1: Students need personalized (differentiated) Tier 1 instruction to close gaps, extend learning and make a year's worth or more growth.

Root Cause 1: Students are coming in on many different levels and our Tier 1 instruction needs to meet each of them where they are in order for them to make at least a year's worth of growth. Mini-lessons and assignments need to be differentiated to close gaps and extend learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students need direct teaching and continued reinforcement of SEL skills and cultural diversity.

Root Cause 2: Students need to develop emotional intelligence due to the current national climate, pandemic and to be successful in life.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 4: Peterson staff and parents need to feel included and involved in decisions that affect the future of our school.

Root Cause 4: We added 21 new staff members and about 100 new families this year. Everyone needs to know where we are headed and be included in the process so that our school succeeds.

Problem Statement 4 Areas: Perceptions

Problem Statement 3: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes.

Root Cause 3: With changing safety guidelines, curriculum expectations and multiple events, parents and staff need to have up to date information so that they can support their students.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Literacy: At least 90% of students will perform on or above grade level in reading as measured by DRA, CBA, MAPs, SLO, and STAAR data.

Evaluation Data Sources: The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:
PreK: End-of-Year Kindergarten Readiness Assessment
K-1: DRA & End of Year Readiness Assessment
2-5- Reading MAPS data
3-5: STAAR Reading (approaches, meets & masters)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate content literacy and teach reading strategies into all subject areas. Students will be expected to provide evidence from the text when completing tasks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make continual progress toward their reading goal as measured by DRA, running records, Formative assessments and summative assessments. **Staff Responsible for Monitoring:** Teachers, students administrators **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized (differentiated) Tier 1 instruction to close gaps, extend learning and make a year's worth or more growth. **Root Cause**: Students are coming in on many different levels and our Tier 1 instruction needs to meet each of them where they are in order for them to make at least a year's worth of growth. Mini-lessons and assignments need to be differentiated to close gaps and extend learning.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: All students will make at least one year's growth in reading and math.

Evaluation Data Sources: 3-5: STAAR Math & Reading (approaches, meets and masters)
4-5: STAAR growth measure
2-5: NWEA Map Data
K-5: Imagine Math, Language & Literacy Data
K-5: DRA

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement math workshop every day that will include a mini-lesson, small group/differentiated teaching and a problem solving block.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will make continual progress in math and make at least a year's growth in math. **Staff Responsible for Monitoring:** Teachers, administrators **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement a balanced literacy block every day that includes a mini lesson, guided reading/strategy groups, and a skills block.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will make continual progress in reading and make at least a year's growth in reading. **Staff Responsible for Monitoring:** Teachers, Administrators **Problem Statements:** Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized (differentiated) Tier 1 instruction to close gaps, extend learning and make a year's worth or more growth. **Root Cause**: Students are coming in on many different levels and our Tier 1 instruction needs to meet each of them where they are in order for them to make at least a year's worth of growth. Mini-lessons and assignments need to be differentiated to close gaps and extend learning.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: College, Career, Military, and Life Readiness: OAP will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills.

    Evaluation Data Sources: Improve Students' Social-Emotional Skills as measured by student survey
    Fidelity of 5 to Thrive Lessons
    Use of Model Mustang Expectations and Zones of Regulation throughout the school

Strategy 1 Details	Reviews			
Strategy 1: Teachers will focus on the SEL competencies using 5 to Thrive lessons daily, the Zones of Regulation and our Model Mustang Expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Students will exude confidence and poise, work well with others, communicate effectively, and manage their emotions.
     Staff Responsible for Monitoring: Teachers, students, counselor and administrators
 	
     Problem Statements: School Processes & Programs 1				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Students need direct teaching and continued reinforcement of SEL skills and cultural diversity. **Root Cause**: Students need to develop emotional intelligence due to the current national climate, pandemic and to be successful in life.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Recruit and retain a highly-effective diverse staff by providing an inclusive, supportive, and engaged culture that values employee differences and expertise.

Evaluation Data Sources: Employee survey data
Retention data

Strategy 1 Details	Reviews			
Strategy 1: Our campus will maintain a safe environment where staff members feel comfortable taking risks and being honest with each other. We will celebrate our successes and support each other during challenging times.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff members will feel valued, hold each other to high expectations and trust each other. We will enjoy coming to work every day. **Staff Responsible for Monitoring:** Administrators and staff **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Our staff will meet in Professional Learning Communities bi-weekly and in Vertical Teams monthly to discuss formative and summative data to improve Tier 1 instruction across content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will collaborate effectively and there will be an increase in student growth. **Staff Responsible for Monitoring:** Administrators, teachers **Problem Statements:** Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized (differentiated) Tier 1 instruction to close gaps, extend learning and make a year's worth or more growth. **Root Cause**: Students are coming in on many different levels and our Tier 1 instruction needs to meet each of them where they are in order for them to make at least a year's worth of growth. Mini-lessons and assignments need to be differentiated to close gaps and extend learning.
School Processes & Programs
Problem Statement 2: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. **Root Cause**: With changing safety guidelines, curriculum expectations and multiple events, parents and staff need to have up to date information so that they can support their students.

Perceptions

Problem Statement 1: Peterson staff and parents need to feel included and involved in decisions that affect the future of our school. **Root Cause**: We added 21 new staff members and about 100 new families this year. Everyone needs to know where we are headed and be included in the process so that our school succeeds.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Safety and Security: OAP will continue efforts to provide safer learning environments for our students, staff, and community.

Evaluation Data Sources: Confirmation of all staff completing safety and security training and drills.

Strategy 1 Details			Reviews			
Strategy 1: All staff will use the Safety Response Protocols .			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will be prepared for an emergency.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators and staff						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details		Reviews			

Strategy 1: The community of OAP will continue to talk about the importance of diversity and address equity concerns. We will intentionally teach about influential people from all cultures.
 	
    Strategy's Expected Result/Impact: Our community will be a part of the decisions we make for our students. Staff will look at their practices so that equity gaps are eliminated.
    Staff Responsible for Monitoring: Staff, administrators
 	
    Problem Statements: School Processes & Programs 1 - Perceptions 1
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students need direct teaching and continued reinforcement of SEL skills and cultural diversity. **Root Cause**: Students need to develop emotional intelligence due to the current national climate, pandemic and to be successful in life.
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Problem Statement 1: Peterson staff and parents need to feel included and involved in decisions that affect the future of our school. **Root Cause**: We added 21 new staff members and about 100 new families this year. Everyone needs to know where we are headed and be included in the process so that our school succeeds.

Addendums

PETERSON ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

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Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

At least 90% of students will perform on or above grade level in reading as measured by CBA, MAPs, SLO, and STAAR data.

At least 80% of students will perform on or above grade level in math and science as measured by CBA, MAPs, SLO, and STAAR data.

100% of students will make at least one year's growth in reading, math and science as measured by CBA, MAPs, SLO, and STAAR data.

Collaborating with Peers/Utilizing Teacher Strengths on Campus with a focus on intentionality during PLCs and Vertical Meetings utilizing focused protocols.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)
Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus: Meet in PLCs bi-weekly to discuss formative and summative data to improve Tier 1 instruction across content areas in order to increase student growth.

Theory of Action	
(Anchored in the NISD Instructional Framework)	
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we,** utilize grade level PLCs bi–weekly to plan instruction with intentionality
	And if we, focus on low-performing TEKs to create targeted instruction
	And if we, Adjust the pacing to accommodate differentiation for students
	Then these are the changes we expect to see in ourselves and our students: More focused instruction Collaborative teaching methods Student growth

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

● As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?

● What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
● What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
● Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
● How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
PLCs Grade level teams,	Administrators, Support Specialists, & Meetings	Instructional Coaches All year- bi-weekly Support Specialists, & month	Calendars & Agendas; notes from meetings
Vertical Team	Grade level teams, Administrators,	Instructional Coaches All year- one time per	Calendars & Agendas; notes from meetings
Data Reviews Grade Level Teams All-year (after CBAs, MAPS, etc.)			

Data Vault

Northwest Independent School District

Prairie View Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

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learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Prairie View Elementary School Vision

With the collective effort of staff, parents and community, Prairie View Elementary will prepare students to be successful in Middle School by achieving at or above grade level standards which will lead them on a path of college and career readiness.

Prairie View Elementary School Mission Statement

The mission of Prairie View Elementary is to prepare students for success by teaching the intended curriculum with rigor, assessing student progress and adjusting instruction accordingly, providing appropriate safety nets, and measuring student achievement in preparation for a successful middle school experience.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

While STAAR is NOT our driver, it is a requirement to showcase student learning. Knowing that the format is changing, we will need to have a higher focus on teacher learning of the assessment to be able to make best instructional decisions for student learning.

We will focus on: small group instruction (Tier 1 and otherwise), PLCs, PD, consistent campus processes/procedures/expectations, Growth vs. Achievement, goal setting

Continue to focus on SEL health of all (staff and students).

We will re-focus to build student led and community involved school environment, post-Covid.

Continue to correlate CBAs, DRA, MAP and STAAR data.

Continue to close gaps to move back toward Mastery.

Continue to foster a culture of leadership with attention to SEL, wellness, and appropriate student behavior

Respond to rapid growth by building a sense of community and high levels of trust, educating our staff on demographic changes/patterns, etc. .

STAFFING CONSIDERATIONS:

Increase interventionists in the areas of Dyslexia (shared a position in 21-22; increased # of students served coupled with the limitations created by Kit placement with the MTA curriculum warrant additional support)

Increase interventionists in the areas of RtI (188 total students in RtI currently)

Campus Instruction Interventionist

EL Support Staff

Full time Behavior intervention to address classroom management, behavior support, behavior plan creation and implementation, RTI Behavior support, coaching and feedback cycles related to deescalation, positive behavior supports and behavior interventions.

Continue CIS partnership

Special Education numbers/services increased over the school year - need additional staff to support required schedule of services

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
49%	44%	5%	1%	1%	51%	18 %	8%	8%	5%	28%	58%	31%	1.67%

 Data as of EOY 21-22 to complete Title 1 Needs Assessment in June 2022

PVE is a Title 1, Dual Language campus.

Prairie View Elementary is a PK -5th grade campus in Northwest ISD with a student population of approximately 612 (2021 - 2022). We had an increase in student enrollment in the 2021 - 2022 school year due to boundary line changes coupled with growth. As our growth is projected to continue, PVE is designated as a fast growth campus in NISD. PVE is not a neighborhood school. The attendance zone is largely rural, and encompasses 9+ neighborhoods/communities with varying socioeconomics. It is one of 4 Title I campuses in the district

Federal funds for free/reduced breakfast and lunch for all students potentially impacted the rate of families completing the typically required school lunch program paperwork.

Staffing is adjusted each year to meet campus needs based on enrollment and needed student services. In 2022-23 PVE staff consisted of 31 general education classroom teachers (8 of which are DL), 5 special education teachers, 3 elective teachers (Art, Music, and P.E.), 7.5 intervention support (Dyslexia, Interventionist, and Reading Recovery) teachers and 1 gifted teacher. We have 1 diagnostician and one SLP. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 librarian, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have support staff shared with other campuses to serve our special education population including behavior interventionist, OT, PT, APE, LSSP, AI (as needed). All professional staff are highly qualified. Title I and comp ed funds were used to fund some of these support positions to meet the diverse learning needs of our students/campus. Additionally, we contract with Communities in Schools North Texas, using Title I funds, to provide social work support to students and families in need.

Programs in 2021-22 and continuing in 2022-23:

Special Education- SEAC (behavior), Resource and SLC (life skills)

Dual Language- PK-5th Grade

Full Day PK

Leader in Me School- 100% participation (2021-22, Year 6)

Ultimate Book Challenge

Spelling Bee - English and Spanish

Education and Coaching CTE Pathway Education Interns

Support Systems in place: Campus Instructional Teacher, Communities in Schools (new in 2018-19), Intervention Specialists, EL paraprofessional, NISD shared support positions (instructional coaches, BI, sped positions referenced above, etc.)

Demographics Strengths

Bilingual program continues to grow. We added a 2nd DL PK class and needed an additional Kinder class.

NISD Spanish Spelling Bee Champion

Diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We do not have a mirrored percentage of students identified as gifted learners compared to school demographics. **Root Cause:** High focus on intervention/closing gaps, lack of knowledge related to gifted students, GATES teacher split with another campus

Problem Statement 2 (Prioritized): Student attendance rates have dropped for the last two years. **Root Cause:** Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sense of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable instructional time with students.

Student Learning

Student Learning Summary

From 2019 to 2021 students in grades 3-5 saw significant decrease in STAAR Scores. In 2022 Scores rose but not to the pre-Covid level

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2021 5th Grade Science	2022 5th Grade Science
% Approaches	61%	71%	60%	64%	57%	69%	57%	57%	62%	75%	54%	64%	54%	63%
% Meets	27%	40%	14%	33%	24%	39%	25%	23%	28%	48%	21%	30%	23%	30%
% Masters	11%	25%	6%	14%	10%	16%	15%	8%	18%	26%	6%	15%	6%	10%

From 2021 to 2022, PVE tested 57 more students in grades 3-5 on STAAR. With this, most assessment categories improved (4th Math maintained approaches, dropped 2% meets, dropped 7% masters). While our data is not where we want it, it is moving in the right direction.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	47.5%	62.3%	55.3%	71.6%	68.9%	69.1%
% Met Growth Projection	46%	88%	74%	66%	40%	82%

On/Above is best of DRA/EDL. 62.5% was on/above grade level at EOY 21-22. 63% made or exceeded one year's growth.

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.6	12	11.6	10	9.4	9	7.3	8
Math	15.6	15	13.5	14	11.4	12	10	10

Fall 2021-Spring 2022

Counselor minute meetings continued and were successful; continued focus on SEL

98 students enrolled in Communities in Schools and 90% was targeted on behavior and 45% social services.

TEA Accountability Rating: C, Overall Score 70; Atudent Achievement - 67, School Progress 72, Closing the Gaps 66

Targeted Support and Improvement - due to White Subpop in Academic Achievement - Reading and Math Target AND Stuent Success

Student Learning Strengths

Reading achievement was higher than math for the first time in over 5 years in 2021; pattern continues with 2022 STAAR data.

STAAR Scores improved in all categories and contents except 4th Math

41 Ss dismissed from RtI; 25 RtI Ss referred for special education qualified to receive services.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are demonstrating growth &/or achievement to the desired/required level, evidenced by EOY DRA/EDL/MAP/STAAR data. Some students are not growing quickly enough to close gaps and achieve grade level expectations. Other students who are achieving, are not showing equitable growth. **Root Cause:** Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, teacher attrition & rapid growth negatively impact consistent teacher deep understanding of the curriculum and the ability to close student learning gaps.

School Processes & Programs

School Processes & Programs Summary

The Leader in Me- school wide transformation process; common language, paradigms/beliefs, habits

Class and School Wide Jobs (i.e. Flag, Reading Buddies, Leader Vision Announcements)

LIM Lighthouse Campus: Staff Action Teams & Student Lighthouse Team (1st-5th grade)

Ultimate Book Challenge participants

PTA Reflections contest participation

Destination Imagination

Community Service Projects

Dual Language campus (PK-5th)

Special Education SEAC (Behavior) and SLC (Life Skills)

Communities in Schools (UNT Tutors)

Bell's Book Nest Community Partner

Movement Church & Feed Wise Kids - Community Partners for snack pack program

CIS Mentors

100% Highly Qualified

PLCs & Protocols

Instructional Focus

RtI Process (flowchart)

Spelling Bee

UIL

School Processes & Programs Strengths

The Leader in Me- school wide transformation process

School wide and Class wide Jobs (i.e. Flag, Reading Buddies, Leader Vision Announcements)

community service projects

NISD job fair

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLCs have been an ongoing part of past PVE transformation. Presently, we have lost consistent implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction. **Root Cause:** We believe everyone can be a leader. Through the last few recent years, we have been so focused on reacting to the ever-changing circumstances and procedures (coupled with staff growth during this time) that we have lost ground on our intentional implementation of effective PLCs.

Problem Statement 2 (Prioritized): A plan to support a meaningful and relevant academic home-school partnership is under-developed and does not appropriately support learning/effective home/school partnerships in our current rapid growth community. **Root Cause:** Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations, & steps necessary to close existing gaps. Rapid growth & the pandemic created barriers to parent engagement. We must effectively communicate to partner with parents.

Problem Statement 3 (Prioritized): Teachers are unsure of campus expectations of discipline expectations and procedures. **Root Cause:** The amount of staff change during the last two years, coupled with the "closing" of normal campus protocols for health/safety have created inconsistent understanding of school-wide expectations. Building relationships and consistency will increase achievement and decrease discipline.

Perceptions

Perceptions Summary

In the Fall of 2020, parents completed the Measurable Results Survey and reported 70+ satisfaction in the areas of leadership, academics and culture. In the Spring of 2022, 24 family, 200 student, and 52 staff surveys were completed. Scores rated at 70+ across leadership, academics and culture. Areas of strength with a score of 76 each include: Empowering Teachers (Instructional Efficacy & Student-Led Practices) and Empowering Learners (Supportive Teachers & Academic Self-Efficacy). Opportunity for Improvement with a score of 69: Staff Leadership (Personal Effectiveness, Interpersonal Effectiveness & Student Leadership Support).

From 19-20 to 21-22, there are 29 new staff members for various reasons. All staff report feeling connected to their team but not the greater campus staff.

Campus wide collaboration; staff report feeling supported by one another (specifically by campus support staff)

Campus newsletters translated into Spanish

Perceptions Strengths

Positive community turn-out for spring career day

Re-opening of campus in spring: events well attended - i.e. open house, field day, awards, Hawk Huddle, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PLCs have been an ongoing part of past PVE transformation. Presently, we have lost consistent implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction. **Root Cause:** We believe everyone can be a leader. Through the last few recent years, we have been so focused on reacting to the ever-changing circumstances and procedures (coupled with staff growth during this time) that we have lost ground on our intentional implementation of effective PLCs.

Priority Problem Statements

Problem Statement 1: We do not have a mirrored percentage of students identified as gifted learners compared to school demographics.

Root Cause 1: High focus on intervention/closing gaps, lack of knowledge related to gifted students, GATES teacher split with another campus

Problem Statement 1 Areas: Demographics

Problem Statement 3: Not all students are demonstrating growth &/or achievement to the desired/required level, evidenced by EOY DRA/EDL/MAP/STAAR data. Some students are not growing quickly enough to close gaps and achieve grade level expectations. Other students who are achieving, are not showing equitable growth.

Root Cause 3: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, teacher attrition & rapid growth negatively impact consistent teacher deep understanding of the curriculum and the ability to close student learning gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: PLCs have been an ongoing part of past PVE transformation. Presently, we have lost consistent implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction.

Root Cause 4: We believe everyone can be a leader. Through the last few recent years, we have been so focused on reacting to the ever-changing circumstances and procedures (coupled with staff growth during this time) that we have lost ground on our intentional implementation of effective PLCs.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Student attendance rates have dropped for the last two years.

Root Cause 2: Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sense of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable instructional time with students.

Problem Statement 2 Areas: Demographics

Problem Statement 5: A plan to support a meaningful and relevant academic home-school partnership is under-developed and does not appropriately support learning/effective home/school partnerships in our current rapid growth community.

Root Cause 5: Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations, & steps necessary to close existing gaps. Rapid growth & the pandemic created barriers to parent engagement. We must effectively communicate to partner with parents.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers are unsure of campus expectations of discipline expectations and procedures.

Root Cause 6: The amount of staff change during the last two years, coupled with the "closing" of normal campus protocols for health/safety have created inconsistent understanding of school-wide expectations. Building relationships and consistency will increase achievement and decrease discipline.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

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
- Study of best practices

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: PVE will provide quality Tier 1 instruction (including Tier 1 interventions) to close students' learning gaps in all student populations.

Evaluation Data Sources: DRA2, MAP Growth, MAP Skills, iReady, Imagine Learning, Writing Benchmarks, Reading Benchmarks, CBAs, team and student Wildly Important Goals, Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: PVE will intentionally target efficacy in our PLCS through focus, structures, and alignment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of curriculum, instruction and assessment resulting in improved instructional practices, increasing student outcomes.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Academic Actions Team, Support Staff, Teachers, NISD Instructional Coaches **Title I:** 2.4, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
Strategy 2 Details	Reviews			
Strategy 2: PVE will develop teacher understanding and diligently implement small group instruction to ALL student groups including white and enrichment needed/gifted.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved small group instruction will target specific student needs individually, closing student gaps and extending student learning. Students will show both growth and achievement.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, Academic Actions Team, Support Staff, Teachers, NISD Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We do not have a mirrored percentage of students identified as gifted learners compared to school demographics. **Root Cause**: High focus on intervention/closing gaps, lack of knowledge related to gifted students, GATES teacher split with another campus

Student Learning
Problem Statement 1: Not all students are demonstrating growth &/or achievement to the desired/required level, evidenced by EOY DRA/EDL/MAP/STAAR data. Some students are not growing quickly enough to close gaps and achieve grade level expectations. Other students who are achieving, are not showing equitable growth. **Root Cause**: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, teacher attrition & rapid growth negatively impact consistent teacher deep understanding of the curriculum and the ability to close student learning gaps.

School Processes & Programs
Problem Statement 1: PLCs have been an ongoing part of past PVE transformation. Presently, we have lost consistent implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction. **Root Cause**: We believe everyone can be a leader. Through the last few recent years, we have been so focused on reacting to the ever-changing circumstances and procedures (coupled with staff growth during this time) that we have lost ground on our intentional implementation of effective PLCs.

Perceptions
Problem Statement 1: PLCs have been an ongoing part of past PVE transformation. Presently, we have lost consistent implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction. **Root Cause**: We believe everyone can be a leader. Through the last few recent years, we have been so focused on reacting to the ever-changing circumstances and procedures (coupled with staff growth during this time) that we have lost ground on our intentional implementation of effective PLCs.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: PVE will empower teachers to empower students to lead their own learning. We will increase student led practices in the classroom, across the campus and within the community. Students will be provided intentional opportunities to collaborate with, teach and provide feedback to peers.

> **Evaluation Data Sources:** Sharpen the Saw Clubs, Campus Jobs, Campus Events with Student Leaders, Student Led Hawk Huddles, Student Led Parent Teacher Conferences, Student Led morning Meeting, Leadership Notebooks, etc.

Strategy 1 Details	Reviews			
Strategy 1: PVE will continue to increase awareness of equity in education through relevant professional development provided by the campus and the Leader in Me. As a fast growth campus, we will invest in our new students and families, learning who they are and what they need.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff awareness of the implications of equity in education. Identification of inequality in campus practices and development of a plan for change. Improved partnerships and relationships with the PVE Community, parents, students and staff. Increase student growth and success as evidenced by student achievement data. Celebration of students! **Staff Responsible for Monitoring:** Admin, LIM Action Teams, Support Staff, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student attendance rates have dropped for the last two years. **Root Cause**: Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sense of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable instructional time with students.

Student Learning
Problem Statement 1: Not all students are demonstrating growth &/or achievement to the desired/required level, evidenced by EOY DRA/EDL/MAP/STAAR data. Some students are not growing quickly enough to close gaps and achieve grade level expectations. Other students who are achieving, are not showing equitable growth. **Root Cause**: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, teacher attrition & rapid growth negatively impact consistent teacher deep understanding of the curriculum and the ability to close student learning gaps.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: PVE will create a collaborative culture that promotes leadership development and teacher growth and efficacy in pursuit of a highly motivated staff, a healthy and culturally responsive learning environment, and high quality instruction.

Evaluation Data Sources: Action Team Meeting Agendas and minutes, Professional Learning Plans, Team Performance Curve Analysis Data, Staff Feedback and Reflection, Leader in Me MRA Data, OHI (if NISD determines its use)

Strategy 1 Details	Reviews			
Strategy 1: PVE will prioritize campus culture and common expectations for all (with a heightened focus on new staff, students, and families). We will reprioritize what it means to be a Hawk with the LIM core paradigms as a driver in our practices. We will create opportunities for staff to interact within and beyond their teams to create a "YOU ARE WHY" climate. New staff will be supported via the NISD/PVE mentor/buddy program. We will develop a consistent campus structure to welcome new to PVE families and students, contributing positively to the overall health of the organization/teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved teacher confidence, self-efficacy and capabilities with instructional planning and delivery by the end of the year. Sense of teacher collective efficacy across the campus. Improve teacher retention rates. Create an "all PVE students are my students" sense of being. **Staff Responsible for Monitoring:** Admin, LIM Actions Teams, Support Staff, Teachers, Mentor Coordinator **Title I:** 2.4, 2.6, 4.2 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: PVE will develop and implement a Professional Learning Cycle to engage in professional learning, examine student work, respond to student performance data, engage in backward design and analyze vertical standards. Data reviews will be embedded in the schedule as a progress monitoring accountability measure.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All relevant stakeholders will have a clear picture of student progress and priority standards based on data. Teachers will develop a deeper understanding of how to read, interpret and use relevant data, Teachers will have a common understanding of best instructional practices, campus expectations, and the NISD curriculum. Instruction and instructional tasks will be aligned to the needs of the students. Increased achievement in all student groups with a focus on White. **Staff Responsible for Monitoring:** Admin, Academics Action Teams, Support Staff, Teachers, NISD Instructional Coaches **Title I:** 2.4, 2.6 **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: PVE will provide opportunities for all staff to participate in leadership development. All new staff will complete a self-paced or zoom, online 7 Habits of Highly Effective People and Leader in Me Core 1 professional learning course through the Leader in Me. Returning staff can choose to complete these courses as a review. All staff have the opportunity to complete a Leadership self-paced professional learning choice board. The campus will participate in three Leader in Me coaching days throughout the year. The Leadership Action Team Facilitators will participate in two LIM Community Coaching Days throughout the year. All staff will be provided "booster" professional learning opportunities. Leadership professional learning will focus on characteristics of leadership, the LIM paradigms, the 7 Habits of Highly Effective People, 4 Cores of Credibility, 13 Trust Behaviors, the NISD SEL Framework and 4DX. All staff will participate in an updated Action Team structure, creating more leadership opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Personal growth and development as social-emotional learners. Deeper understanding and application of the 7 Habits, 13 Trust Behaviors, and the components of the NISD SEL Framework. Improved teacher efficacy and campus culture and ability to respond to a variety of needs as a result of the global pandemic and rapid growth in our community. Continued support of student-led learning and empowerment. **Staff Responsible for Monitoring:** Admin, LIM Action Teams, Support Staff, Teachers **Title I:** 4.1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers are unsure of campus expectations of discipline expectations and procedures. **Root Cause**: The amount of staff change during the last two years, coupled with the "closing" of normal campus protocols for health/safety have created inconsistent understanding of school-wide expectations. Building relationships and consistency will increase achievement and decrease discipline.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: All PVE staff, parents and community members will be provided varied opportunities to participate as stakeholders in campus activities that promote social emotional learning and student growth and achievement.

Evaluation Data Sources: Leader in Me MRA Data, Mentor Program Rosters, Program Participation Rates, Campus Programs and Activities, Volunteer Logs, Campus Newsletters

Strategy 1 Details	Reviews			
Strategy 1: PVE will continue to redefine family engagement to foster family and community partnerships for leadership development and academic achievement. Home-school connections will be offered in a variety of platforms throughout the year in alignment with campus goals and campus leadership scope and sequence. Opportunities include, but are not limited to: Quick Car Chats, Family Mission, 2 Family Leadership Nights, Extended Learning Opportunities (ELOs), Service Projects and Student-Led Conferences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Engage parents in the work of the school. Increase partnerships between the home and school, ultimately communicating the value and importance of school and social-emotional health and wellness. Increase parent knowledge of the Leader in Me and leadership development, extending the 7 Habits as a tool to support families. Provide parents with tools needed to support academic achievement at home. Increase attendance at events such as: Curriculum Night, Leadership Nights, PTA Community Events, etc. **Staff Responsible for Monitoring:** Admin, LIM Action Teams, Support Staff, Teachers, Student Lighthouse Team **Title I:** 2.5, 4.1, 4.2 - Targeted Support Strategy **Problem Statements:** Demographics 2 - School Processes & Programs 2				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student attendance rates have dropped for the last two years. **Root Cause**: Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sense of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable instructional time with students.

School Processes & Programs

Problem Statement 2: A plan to support a meaningful and relevant academic home-school partnership is under-developed and does not appropriately support learning/effective home/school partnerships in our current rapid growth community. **Root Cause**: Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations, & steps necessary to close existing gaps. Rapid growth & the pandemic created barriers to parent engagement. We must effectively communicate to partner with parents.

Addendums

PRAIRIE VIEW ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level. **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways. **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data: In order to address the achievement gap, PVE Ss will go from 69% to 85% of students meeting or exceeding one year's growth in math by May 2023 as measured by Imagine Math and MAP Growth data.

Looking across our campus data, math drastically dropped during the 2019-2020 school year. Last year (21-22), achievement rose, but the achievement gap did not close, or close to where we previously were. Various data sources show that we are growing, but not enough to increase achievement to the desired level.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

In order to address the achievement gap, PVE Ss will go from 69% to 85% of students meeting or exceeding one year's growth in math by May 2023 as measured by Imagine Math and MAP Growth data.

PVE's instructional challenge is to provide quality Tier 1 instruction (including Tier 1 interventions) to close students' learning gaps in all student populations. We considered:
- Equitable access for all students - small group instruction for both intervention & enrichment groups
- Consistency with planning instruction
- Attendance
- Growth vs. achievement
- LIM MRA Results/Goals from Spring 2022
    - Personal effectiveness of staff - leadership
    - Supportive staff env./collective efficacy
    - Empowering teachers - Student led practices
- Campus practice of PLCs to improve planning, instruction and assessment
- Feedback
- Growth - size, diversity/population, students, staff, families
- SEL/Culture
- Needs of students and staff

	Theory of Action *(Anchored in the NISD Instructional Framework)*
We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we, develop teacher understanding and diligently implement small group instruction**
	And if we, prioritize campus culture and common expectations for all (with a heightened focus on new staff, students, and families)
	And if we, intentionally target efficacy in our PLCS through focus, structures, and alignment
	Then these are the changes we expect to see in ourselves and our students: By building culture and growing as instructional leaders, 85% of students will meet or exceed one year's growth in math by May 2023.

ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?

- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
PD focusing on SG instruction (Tier 1, 2, 3 and Enrichment)	District Coaches Academic Team Designated Staff	Once a month	Agendas Reflections
SG Instruction implemented consistently (Tier 1, 2,3 and Enrichment)	All teachers Designated Staff	Weekly	Walkthroughs Progress monitoring Plans/Schedule Artifacts

Morning Meetings to build consistent expectations	All staff	Daily for the 1st month Ongoing	Morning Meeting campus plans

Welcoming and Celebrating new students, families and staff	Culture Action Team Student Lighthouse	Ongoing	New Family Survey Mentor/Buddy Staff Check-in

Have an Culture Action Team	Culture Action Team All Staff	Ongoing	Quarterly Culture Check during PLCs EOY MRA

Alignment between Academic Action Team and Team PLCs	Admin Academic Action Team	Ongoing	Agendas

[One Pager](#)

Northwest Independent School District

Roanoke Elementary School

2022-2023 Campus Improvement Plan

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
39%	40%	7%	2%	11%	30 %	45 %	3%	5 %	7%	34%	45 %	%	.003%

Being the bilingual campus for the east side of NISD, we have a large population of Hispanic and emerging bilingual students. This number has increased over the past few years. It is important to note that many of these students are transferred to our campus from other campuses across the district and have diverse language acquisition skills. In addition, our special education population has seen an increase over the past three years.

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	79%	89%	73%	90%	70%	82%	75%	77%	85%	87%	88%	84%	75%

Student performance on STAAR increased in all areas and across all grades from spring 2021 to spring of 2022, with the exception of 5th grade math which saw a slight decline. It is noteworthy that the passing standard set by the state was at an all time low.

DRA Data	K	K EDL	1	1 EDL	2	2 EDL	3	3 EDL	4	4 EDL	5	5 EDL
% On/Above Reading Level	68%	67%	62%	68%	65%	50%	85%	75%	87%	71%	88%	80%

The gap between our monolingual student reading levels (DRA) and bilingual student reading levels (EDL) widens across grades 2-4, while the proficiencies more closely align in grade 5.

MAP Growth Data	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	14	11.5	15	8.8	11	6.9	5
Math	15.5	14	13.6	15	11.9	14	10.7	10

Students in grades 3 and 4 exceeded the expected growth in both reading and math. Students in grade 2 performed near the expected growth in reading, but had a larger gap in math. Students in grade 5 reading had the largest gap between expected and observed growth, falling under the target.

Demographics Strengths

We serve a diverse population of students. Our staff is adept at working with students and families of diverse linguistic and cultural backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increased number of students in Tier 2, Tier 3, and in Special Populations. **Root Cause:** Students have had limited opportunities to receive personalized instruction during the 2021-2022 school year. Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.

Student Learning

Student Learning Summary

Student Learning Section:

DRA Data	K	K EDL	1	1 EDL	2	2 EDL	3	3 EDL	4	4 EDL	5	5 EDL
% On/Above Reading Level	68%	67%	62%	68%	65%	50%	85%	75%	87%	71%	88%	80%
%Met Growth (in either DRA or EDL)	73%		94%		59%		78%		89%		49%	

Student performance on STAAR increased in all areas and across all grades from spring 2021 to spring of 2022, with the exception of 5th grade math which saw a slight decline. It is noteworthy that the passing standard set by the state was at an all time low.

DRA Data	K	K EDL	1	1 EDL	2	2 EDL	3	3 EDL	4	4 EDL	5	5 EDL
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Students in grades 3 and 4 exceeded the expected growth in both reading and math. Students in grade 2 performed near the expected growth in reading, but had a larger gap in math. Students in grade 5 reading had the largest gap between expected and observed growth, falling under the target.

Student Learning Strengths

The majority of students have a growth mindset and understand the impact their effort has on learning as demonstrated in state, campus, and district assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Measurable decline in STAAR scores, at Masters and Approaches levels (based on a decreased passing standard) **Root Cause:** DRA levels are not in alignment with performance on EOY student achievement assessments.

School Processes & Programs

School Processes & Programs Summary

A master schedule has been designed to maximize instructional time and student learning. Students in grades 3-5 have an embedded "Ranger Time" which allows children to receive intervention and support services without missing core classroom instruction. Professional development is embedded throughout the school day and year, with individual, team, and campus goals addressed. Leadership and decision making structures include a campus CORE team, instructional team leaders and organizational team managers. Technology is integrated throughout the school day with 1:1 student chromebooks, teacher ipads and laptops, and projectors/document cameras.

School Processes & Programs Strengths

Structures are in place to promote collaborative teaching and learning at Roanoke Elementary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 50% of staff have been at RES more than 2 years (pre-Covid) **Root Cause:** Staff turnover due to pandemic, large growth district- new campuses opening, and attrition.

Perceptions

Perceptions Summary

We feel that our Energage survey shows that we are conducting business at a high level. Our scores show that we are performing above the district scores. Most notably, the category "My principal/department supervisor cares about my concern". This category is shown as an area of significant improvement for our school and is a reflection of the campus administrations efforts to encourage and recognize staff during difficult times.

Community engagement and volunteers were lower this year as a result of the pandemic and strict Covid protocols.

Perceptions Strengths

The campus excels at providing a welcoming environment for students, staff and families. Challenges are viewed as opportunities for improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Opportunities for volunteers and family engagement have been limited. **Root Cause:** Pandemic has forced strict protocols for campus events and visitors.

Priority Problem Statements

Problem Statement 1: Increased number of students in Tier 2, Tier 3, and in Special Populations.

Root Cause 1: Students have had limited opportunities to receive personalized instruction during the 2021-2022 school year. Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Measurable decline in STAAR scores, at Masters and Approaches levels (based on a decreased passing standard)

Root Cause 2: DRA levels are not in alignment with performance on EOY student achievement assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 50% of staff have been at RES more than 2 years (pre-Covid)

Root Cause 3: Staff turnover due to pandemic, large growth district- new campuses opening, and attrition.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Opportunities for volunteers and family engagement have been limited.

Root Cause 4: Pandemic has forced strict protocols for campus events and visitors.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: 90% of Roanoke Elementary students will read at or above grade level.

    Evaluation Data Sources: STAAR Data, DRA/EDL Text Levels, MAP data, Imagine Language and Literacy or Imagine Espanol data

Strategy 1 Details				Reviews			
Strategy 1: Utilize PLCs to review data and plan flexible/personalized instruction in small groups to be implemented during Ranger Time (Grades 3-5) or the instructional block (Grades K-2.)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased levels of student performance and achievement
    Staff Responsible for Monitoring: Classroom teachers, interventionists, campus leadership team and administrators
 	
    Problem Statements: Demographics 1 - Student Learning 1							

Strategy 2 Details				**Reviews**			
Strategy 2: Utilize goal setting and campus incentives to promote and implement with fidelity the use of adaptive, research-based district Imagine Math, Imagine Language and Literacy, and Imagine Espanol programs.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased levels of student performance and achievement
    Staff Responsible for Monitoring: Classroom teacher, interventionist, campus leadership team and administrators.
 	
    Problem Statements: Demographics 1 - Student Learning 1							

0% No Progress		Accomplished		Continue/Modify		Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increased number of students in Tier 2, Tier 3, and in Special Populations. **Root Cause**: Students have had limited opportunities to receive personalized instruction during the 2021-2022 school year. Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.

Student Learning
Problem Statement 1: Measurable decline in STAAR scores, at Masters and Approaches levels (based on a decreased passing standard) **Root Cause**: DRA levels are not in alignment with performance on EOY student achievement assessments.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Roanoke Elementary will improve student performance and close learning gaps by providing targeted intervention to students in small group settings using compensatory education funds.

    Evaluation Data Sources: EOY district and campus assessment data, including Imagine Language and Literacy, Imagine Math, Imagine Espanol, MAP scores grades 2-5, 3-5 STAAR approaching rates

Strategy 1 Details	Reviews			
Strategy 1: Certified teachers and guest educators will provide targeted interventions to students identified by campus leaders as in need of intervention. Groups will be served consistently 2, 3, or 5 days per week, depending on student need, and may flex based on standards-driven instructional practices. (Classroom teachers and paraprofessionals will also provide targeted instruction to identified students after school hours.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Improved levels of student achievement in grades 2-5 Reading and Math assessments including STAAR and MAP.
     Staff Responsible for Monitoring: Classroom teachers, campus leadership team, administrators
 	
     Problem Statements: Demographics 1 - Student Learning 1				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increased number of students in Tier 2, Tier 3, and in Special Populations. **Root Cause**: Students have had limited opportunities to receive personalized instruction during the 2021-2022 school year. Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.
Student Learning
Problem Statement 1: Measurable decline in STAAR scores, at Masters and Approaches levels (based on a decreased passing standard) **Root Cause**: DRA levels are not in alignment with performance on EOY student achievement assessments.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Roanoke Elementary will recruit, value, and retain an exceptional staff to create a rewarding environment.

    Evaluation Data Sources: End of year feedback from staff and teacher retention data

Strategy 1 Details	Reviews			
Strategy 1: Build capacity in teachers and teacher leaders by establishing effective Professional Learning Communities (PLCs)- Leadership retreat, model protocols for collaborative conversations, Thomas Van Soelen- What-a-PLC training, embed learning and leading content in team leader meetings, peer observation cycles.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: More confident and effective teachers and teacher leaders will lead to improved student performance
 	
    Staff Responsible for Monitoring: Campus administrators, teachers and teacher leaders
 	
    Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Recognize and value staff by: promoting staff to staff and parent to staff shout-outs; publishing monthly staff "celebrities" on social media; Rock Star Ranger celebration with professional head shots for staff, red carpet family welcome; and quarterly staff awards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased staff morale and staff retention rates
    Staff Responsible for Monitoring: Campus administrators
 	
    Problem Statements: School Processes & Programs 1 - Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Only 50% of staff have been at RES more than 2 years (pre-Covid) **Root Cause**: Staff turnover due to pandemic, large growth district- new campuses opening, and attrition.
Perceptions
Problem Statement 1: Opportunities for volunteers and family engagement have been limited. **Root Cause**: Pandemic has forced strict protocols for campus events and visitors.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Roanoke Elementary will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

    Evaluation Data Sources: Community feedback, volunteer participation, visitor logs

Strategy 1 Details	Reviews			
Strategy 1: Engage community partners in unique and novel ways such as: Neighborhood pop-ups, community service projects, Silver Ranger membership program, and partnerships with other organizational "Rangers" (Park Rangers, Texas Rangers, Army Rangers), Masked Teacher	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased pride and understanding of the Ranger Way, increased partnerships with community members, increased visibility in the community, increased participation in school wide events and volunteer base **Staff Responsible for Monitoring:** Campus administrators and all staff members **Problem Statements:** School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Only 50% of staff have been at RES more than 2 years (pre-Covid) **Root Cause**: Staff turnover due to pandemic, large growth district- new campuses opening, and attrition.

Perceptions
Problem Statement 1: Opportunities for volunteers and family engagement have been limited. **Root Cause**: Pandemic has forced strict protocols for campus events and visitors.

Addendums

ROANOKE ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level. **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways. **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

To improve student performance and close learning gaps through quality Tier 1 instruction.

Why this Goal?
● Measurable decline in STAAR scores, at Masters andApproaches levels (based on a decreased passing standard).
● DRA levels are not in alignment with performance on EOY student achievement assessments. ● Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.
● Students have had limited opportunities to receive personalized

instruction during the 2021-2022 school year.
● Increased number of students in Tier 2, Tier 3, and in Special Populations.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)
Align and implement instruction and assessments to the standards using a variety of informal and formal strategies to improve effectiveness and outcomes throughout the learning cycle.

Theory of Action	
(Anchored in the NISD Instructional Framework)	
We are Map Makers and Meaning Makers.	If we, Use our PLC time to design and implement reliable assessments that are aligned and at the appropriate depth of the standard.
These layers to our map will help us improve our Instructional Challenge (POP) this year:	And if we, Use our PLC time to utilize data, such as common assessments and student work to drive planning and inform instruction And if we, Provide feedback to students using success criteria, such as rubrics, exemplars, and checklists to clarify progress toward goals
	And if we, Revise our PLC agenda to include a peer observation cycle and a review of the campus instructional focus
	Then these are the changes we expect to see in ourselves and our students: ● Increase in levels of mastery across a variety of end of the year achievement assessment. ● More timely classroom interventions to address learning misconceptions. ● More challenging and rigorous classroom instruction across the grade level. ● An increased confidence and engagement among campus staff.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved? What is our time frame?	How will we monitor our progress?
Intro to Instructional Focus (PoP) 22-23 - Create a visual to use at PLC Backwards Design - Standards - ReliableAssmts (Depth) Protocols for PLC - Norms - Data Review	Diaz, King 　　　　　　　　BOY PD Team Leaders Core Team District Coaches BOY PD and follow up in PLC Team Leaders BOY PD	We will utilize our campus professional learning plan to monitor our progress and hold ourselves accountable to the campus leadership team. Teams will reflect on their use of standards - based instructional planning quarterly.
Replicate Data process in Team PLC with EOY Data for PK-5th	Team Leaders	
Feedback for Ss - Rubrics, - Checklist - Exemplars	Classroom Teachers PLC	
Guide to Giving Me Fdbk	King, Diaz 　　　　　　　　BOY PD Whole Staff	
Peer Observation Cycle	Instructional Coaches 　　　　　　2nd 9 wks -Ask Coaches King, Diaz 　　　　　　for process Rollout during Thurs PD in grade bands/clusters,	

		then add to PLCAgenda	

Northwest Independent School District

Schluter Elementary School

2022-2023 Campus Improvement Plan

Vision

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Carl E. Schluter Elementary School Vision

Carl E. Schluter Elementary School Mission Statement

Schluter Elementary is preparing today's learners to be tomorrow's leaders by partnering with our families and community to ensure all students achieve their highest degree of personal and academic success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI/MTSS	Homeless
59.7%	18.6%	13.1%	1.6 %	6.2%	15 %	15.1 %	7.5 %	7.1 %	7.5%	4.3%	16.3 %	16.8%	0

Carl E. Schluter Elementary was established in 2011, and has been a pillar of the community, providing students and the community of Haslet a leading education. Our campus has high standards for academic excellence for all students and meeting the needs of the whole child through supporting their social-emotional learning. Our students are currently performing above the district average on district assessments, and above the district average on state assessments.

Currently, Schluter serves 696 students from Haslet and parts of Fort Worth. We are a fast growth campus, having increased from approximately 350 students when we opened, to over 900 students in the past 2 years. Last year, due to the new elementary school, Berkshire, opening, we had a significantly reduced total population and have remained near that total number of students since then. We are still becoming more diverse each year. Our current demographics consist of 19% Hispanic, 6% Asian, 13% Black, 60% White. Some of our students are dually coded which is why it does not equal 100%. We also have 15% of our students receiving special education services, 4% who are LEP or EB learners, 7.5% receiving GT services, and 15% are economically disadvantaged.

 Our attendance rate stays close to 97% each year. We have many students who take vacations throughout the year which affects our attendance rate.

 Carl E. Schluter Elementary is home to 36 general education classroom teachers, 5 special education teachers, 4 electives teachers (Art, Music, and P.E.), 3 intervention specialists, 1 gifted and talented teacher, and 1 library media specialist. We also have 8 special education paraprofessionals and 2 fine arts paraprofessionals. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 3 paraprofessionals serving as office receptionists and attendance clerk. We also have a full-time diagnostician on our campus. We have 7 support staff shared with other campuses to serve our special education population including 1 speech pathologist, 1 behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. 28% of our current staff is either new to Schluter or new to NISD. This is the 4th year with the current principal as well as the 1st year for the assistant principal.

We have several components in place for staff recognition such as group or team luncheons, and recognition in our weekly campus newsletter for staff, and staff professional development with celebrations where we recognize the success or hard work of others. Our PTA regularly celebrates teachers as well.

Every year, our family and community involvement has grown. Our Parent Teacher Association (PTA) has contributed greatly to the growth and success of our community events. In the past, we have been extremely proud of the attendance at our community events, including Meet the Teacher, Curriculum Night, Family Picnics, Reading & Math Nights, STEAM Night, Fine Arts Night, Art Fair, and our Friday morning assemblies where achievement in academics, leadership, and character are celebrated. We host other school events throughout the year such as Donuts with Grownups, Grandparent's Breakfast, Veteran's Day assembly, Thanksgiving Lunch, and Schluter Talent Showcase. Our number of students participating in Destination Imagination, UIL, Ultimate Book Challenge, and other extracurricular activities has grown steadily over the past several years. Now that we are able to host school events as normal, we have been pleased at the attendance rate of events.

Our Parent Teacher Association (PTA) is thriving, and has truly partnered with the school to support student growth and promote a positive bond between our community and the school. They help sponsor many of our community events. We are proud to have won the Golden Apple award to showcase that we have 100% teacher membership in PTA in past years.

Demographics Strengths

The following have been identified as demographic strengths. We have grown by almost 600 students in eight years up to the opeining of Berkshire Elementary. We have a diverse population for children to learn with and through one another.

Our new teaching staff includes 4 first year teachers, 1 experienced teacher from another NISD campus, 5 experienced teachers from other Texas districts, and 1 experienced teacher from out of state. This allows us to bring in new ideas and keep our collaboration fresh. 2 of our teachers are serving as district curriculum writers and 5 teachers provide professional development at the campus levels and district levels. Our campus has now served as a model campus for New Teacher Academy for 4 years. New teachers from across the district spend days at our campus each year learning from the model teachers in our classrooms. Our MTSS interventionist was the NISD Elementary Teacher of the Year for 2022.

Our teachers participate actively on several committees to support students and each other: Friday Morning Assemblies committee, Operations Team Leaders, Instructional Team Leaders, Event Planning, Sunshine Committee, Closet Committee, Social Media, PBIS, and Safety Committee. All teachers are part of a Professional Learning Community (PLC) with a purpose of looking at student work, designing common formative assessments, reviewing and responding to data, backwards design planning, and deepening teacher content knowledge. During weekly PLCs, teams reflect on: What do we want students to learn? How will we know if they learned it? What will we do if they already know it? What will we do if they didn't learn it?

Our Parent Teacher Association (PTA) is thriving, and has truly partnered with the school to support student growth and promote a positive bond between our community and the school. They help sponsor many of our community events. We are proud to have won the Golden Apple award to showcase that we have 100% teacher membership in PTA. They continue to earn more in their fundraiser than in other previous years. We have maintained high numbers of parents at academic events and Open House/Curriculum Nights/Special Programs Night.

In addition to our PTA volunteers, we have numerous student volunteers from Adams Middle School and Eaton High School, our feeder pattern schools. Students in the Student Intern program work with our students through volunteering as teacher interns, serving as mentors for our students. Various sports teams players from Eaton assist in our K-2 and 3-5

Field Days annually.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause:** The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Problem Statement 2 (Prioritized): As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations. **Root Cause:** We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.

Student Learning

Student Learning Summary

(STAAR Data: 2021 vs 2022 Comparison)

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	78%	82%	75%	84%	72%	90%	74%	77%	87%	94%	77%	93%	79%

Our students are making consistent gains in passing STAAR in both Math and Reading. From 2021 to 2022 every grade level and subject area increased in the percentage of students who passed STAAR. This was also true in our percentages of students who scored in the Meets and Masters levels performance.

(BOY DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	100%	81%	74%	77%	76%	81%
% Met Growth Projection	85%	85%	89%	76%	76%	67%

For the beginning of the year, all grade levels have at least 74% of students who are on level for the beginning of the year expectation. This shows that students are primed and ready to grow in their learning this year. Teachers monitor this data monthly during the school year to ensure students are making adequate growth and progress.

(MAP Growth Data) - Fall 2021-Spring 2022

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.8	16	11.4	13	8.7	9	6.9	9
Math	15.4	15	13.7	14	11.9	12	10.6	12

With the exception of 2nd grade Math, students in every grade and subject have met or exceeded their expected growth in MAP data. This shows our students are growing above the expected rate in Math and Reading. This aligns with our campus goal to improve the percentage of students reaching their expected growth at the end of the year.

Student Learning Strengths

- There is steady growth in percentage of students on/above grade level for DRA as the same group of students progresses from grade level to grade level.
- Our previous campus problem of practice and theories of action directly align with the gaps identified in student growth on Reading & Math STAAR. Teachers are conferring with students at least once a week, deepening their content knowledge of the TEKS to allow for differentiation and appropriate intervention, and developing an aligned progress monitoring system.
- The campus instructional schedule accounts for more uninterrupted instructional time for all grade levels in the morning, promoting a focus on academic growth. 3rd-5th grade have a dedicated tutoring time daily to target specific gaps.
- Kinder-2nd grade have dedicated phonics instruction blocks to promote specific literacy skills that will increase reading fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 1st, 3rd and 4th grade, we are below the district average on BOY DRA levels. **Root Cause:** Students suffered large gaps due to such long periods of time without schooling and the back and forth between remote and in-person learning. The current 3rd and 4th graders had their Kindergarten and 1st grade years interrupted due to the COVID-19 pandemic, which are pivotal years for building reading fluency. These disruptions are still having an impact on student learning.

Problem Statement 2 (Prioritized): Student achievement gaps have been filled, but there is progress to be made in meeting anticipated growth measures in Math & Reading, including being reflected in DRA. **Root Cause:** Teachers worked to fill gaps in Math and Reading, and it shows in STAAR. The achievement on STAAR does not always align to growth in reading levels due to the focus on STAAR tested grade levels.

Problem Statement 3 (Prioritized): Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause:** The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Problem Statement 4 (Prioritized): As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations. **Root Cause:** We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.

Problem Statement 5: There are gaps in student access to strong tier 1 instruction. **Root Cause:** Staff has various experiences and background with the instructional practices of the NISD Instructional Framework, which affects consistency of strong tier 1 instruction in the classroom.

School Processes & Programs

School Processes & Programs Summary

At Schluter, we recruit highly qualified teachers. There is a mentor and buddy program that supports new and new to NISD teachers that lasts at least 2 years. New teachers are able to visit model teachers' classrooms during the year and attend New Teacher Academy.

Our teachers participate actively on several committees to support students and each other: Sunshine Committee, Operations Team Leaders, Instructional Team Leaders, Student Leadership Committee, Event Planning Committee, Closet Commitee, Social Media Committee, Safety Team, and PBIS Team. All teachers are part of a Professional Learning Community (PLC) with a purpose of looking at student work, designing common formative assessments, reviewing and responding to data, backwards designing, and deepening teacher content knowledge. During weekly PLCs, teams reflect on: What do we want students to learn? How will we know if they learned it? What will we do if they already know it? What will we do if they didn't learn it? PLCs focus on having a process to ensure growth of all students, no matter their level through flexible grouping, vertical support, differentiation, etc.

Teachers and support teachers meet within ARD, 504, MTSS committees, Special Education Progress Reviews, and Dyslexia Progress Reviews to discuss the progress and needs of students who are represented in these programs. It is a team effort to ensure that instructional decisions that are made are in the best interest of the student. MTSS (Multi-Tiered System of Supports) meetings are held once per grading period in order to track progress and growth of the student on academic and/or behavior goals. Special Education Progress Reviews and Dyslexia Progress Reviews are held once per grading period in order to track progress and growth toward their program goals (i.e. IEP goals). The Special Education Progress Review meetings include discussions about our students in both of our special education units. In addition to the teacher teams, we also include the district special education coach and supervisors.

Students use digital programs to promote fluency and comprehension of concepts learned in class. These are programs such as Imagine Language & Literacy, Imagine Math, Imagine Math Facts, Raz Kids, and iReady,

All professional staff are highly qualified. All professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.

We provide intervention through small group instruction, flexible grouping, MTSS interventionist, multiple teachers involved, tutoring, CM, and co-teaching. We provide enrichment through clubs, DI, UIL, extensions, math enrichment, Depth & Complexity, math acceleration. We utilize literacy updates, data, instructional coaches, and MTSS to ensure student needs are analyzed and prioritized.

We support students through flex grouping as a grade levle, and data sharing to find trends and plan lessons. We use compensatory education funds to tutor at-risk students. Teachers are supported by Coaches, Coordinators, Administration, BIs, colleagues, and book studies.

School Processes & Programs Strengths

Programs and intiatives such as flexible grouping, UBC, UIL, clubs (offers student choice based on interest) are all going really well at Schluter.

All professional staff are highly qualified. All professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.

Our teachers participate actively on several committees to support students and each other: Sunshine Committee, Operations Team Leaders, Instructional Team Leaders, Student Leadership Committee, Event Planning Committee, Closet Commitee, Social Media Committee, Safety Team, and PBIS Team. All teachers are part of a Professional Learning Community (PLC) with a purpose of looking at student work, designing common formative assessments, reviewing and responding to data, backwards designing, and deepening teacher content knowledge.

Small group instruction has been a focus over the past several years, and it is understood as a campus expectation that teachers believe has made a large impact on student achievement.

We see the targeted interventions are helping students (Math intervention, Flexible grouping, Middle School day) be more successful. Many teams plan collaboratively and have moved away from having one teacher plan each subject area, and plans are distributed out to the team. One teacher is now scheduling lessons and activities for a subject area, but the team discusses misconceptions, designs common assessment opportunities, and writes learning targets together.

All teachers are part of a Professional Learning Community (PLC) with a purpose of looking at student work, designing common formative assessments, reviewing and responding to data, backwards design planning, and deepening teacher content knowledge. During weekly PLCs, teams reflect on: What do we want students to learn? How will we know if they learned it? What will we do if they already know it? What will we do if they didn't learn it? PLCs focus on having a process to ensure growth of all students, no matter their level through flexible grouping, vertical support, differentiation, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are gaps in student access to strong tier 1 instruction. **Root Cause:** Staff has various experiences and background with the instructional practices of the NISD Instructional Framework, which affects consistency of strong tier 1 instruction in the classroom.

Problem Statement 2 (Prioritized): Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause:** The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Problem Statement 3 (Prioritized): As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations. **Root Cause:** We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.

Perceptions

Perceptions Summary

On the recent Energage survey, staff used the following words to describe our district and campus: high-expectations, family-oriented, dedicated, supportive, encouraging, positive, friendly, family, exhausting, committed.

Students enjoy being at Schluter. Our students love the events we have and feel their teachers and the staff care for them. They love their teachers. Students who have indicated they do not like school have additional social-emotional issues they are working through. Students' favorite day of the school year is Carl Day, an academic field day that honors and celebrates our namesake Carl E. Schluter. Students learn about his life and recognize all that he did to have a school named after him.

We have a variety of events throughout the day to promote widespread student participation. We offer clubs before and after school. Events for families are in the evenings at the same time, from 5:30-7:00pm. Assemblies are always first thing in the morning every Friday at 7:40am. Due to the COVID-19 pandemic the past few years, we have not been able to host in-person assemblies. This year, we will go back to hosting our Friday Morning Assembly each Friday morning.

Parents and the community are involved at Schluter through various programs such as WatchDOGS, PTA membership awards, Family nights, Family Picnics, Carl Day, Popcorn Fridays, Popsicles in the Park, Career Day, and through daily volunteering.

Our Parent Teacher Association (PTA) is thriving, and has truly partnered with the school to support student growth and promote a positive bond between our community and the school. They help sponsor many of our community events. We are proud to have won the Golden Apple award to showcase that we have 100% teacher membership in PTA. They continue to earn more in their fundraiser than in other previous years. We have increased our numbers of parents at academic events and Open House/Curriculum Nights. We also have increased our number of Watch DOGS on campus.

In addition to our PTA volunteers, we have numerous student volunteers from Adams Middle School and Eaton High School, our feeder pattern schools. Students in the Student Intern program work with our students, serving as mentors for our students. Various sports teams players from Eaton assist in our K-2 and 3-5 Field Days annually.

Perceptions Strengths

Communication about events are shared often and well in advance through the school weekly newsletter, weekly newsletters from teachers, the VIP Facebook group, the PTA website, refrigerator notes by nine weeks, Seesaw, and teacher's class social media accounts.

We celebrate and reinforce positive behavior for students through the attendance award, cleanest classroom award, library golden shelf elf award, and the golden coin award. The attendance award is given for the week to the grade level with the highest attendance rate. If the attendance rate between 2 grade levels is the same, it goes to the grade level with the fewest number of tardies from the week. This has helped reduce the number of unexcused absences as a campus and students hold one another accountable for coming to school as long as they are not sick. We also hold attendance meetings and create contracts with parents. Positive phone calls home celebrate positive behavior, and teachers create engaging learning experiences to get students excited about coming to school.

 Over the years, Schluter has been recognized for student/staff/campus accomplishments such as the PTA Golden Apple Award, UIL awards, teacher grants, and the2022 NISD Elementary Teacher of the Year.

Our Energage survey shows that our staff feel well-informed about important decisions, the principal helps them learn and grow, and the principal cares about their concerns. They feel that they are part of something meaninful and that things are done efficiently and well at Schluter and in NISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Per the staff Energage survey, our staff does not feel that different points of view are encouraged. **Root Cause:** Not enough opportunities for staff to celebrate their accomplishments and share their perspectives are provided.

Problem Statement 2 (Prioritized): Parents are less connected to the learning and day-to-day happenings in the school. They are unaware of what takes place in the classroom for academics and social-emotional learning. **Root Cause:** Due to the COVID-19 pandemic health and safety protocols that were in place for 3 years, parents have not been allowed to participate in school functions to the same level as before, despite communication efforts. This has led to a gap between the home-school partnership.

Priority Problem Statements

Problem Statement 4: Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring.

Root Cause 4: The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: In 1st, 3rd and 4th grade, we are below the district average on BOY DRA levels.

Root Cause 2: Students suffered large gaps due to such long periods of time without schooling and the back and forth between remote and in-person learning. The current 3rd and 4th graders had their Kindergarten and 1st grade years interrupted due to the COVID-19 pandemic, which are pivotal years for building reading fluency. These disruptions are still having an impact on student learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations.

Root Cause 1: We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Student achievement gaps have been filled, but there is progress to be made in meeting anticipated growth measures in Math & Reading, including being reflected in DRA.

Root Cause 3: Teachers worked to fill gaps in Math and Reading, and it shows in STAAR. The achievement on STAAR does not always align to growth in reading levels due to the focus on STAAR tested grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Parents are less connected to the learning and day-to-day happenings in the school. They are unaware of what takes place in the classroom for academics and social-emotional learning.

Root Cause 5: Due to the COVID-19 pandemic health and safety protocols that were in place for 3 years, parents have not been allowed to participate in school functions to the same level as before, despite communication efforts. This has led to a gap between the home-school partnership.

Problem Statement 5 Areas: Perceptions

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Schluter will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level and at least 90% of students are making at least one year's growth.

HB3 Goal

Evaluation Data Sources: EOY DRA Levels

Strategy 1 Details	Reviews			
Strategy 1: We will track and monitor student progression of DRA levels for all students, K-5 monthly during the year using reading level quartiles (looking at Above Level, On Level, Below Level (within 2 levels), Far Below (not within 2 levels). Use monthly progress chart to set reading level goals with each student.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 90% of K-5 students make at least one year's growth in DRA AND meet EOY grade level expectations. **Staff Responsible for Monitoring:** Classroom Teachers, Interventionists, Assistant Principal, Principal, ELA Curriculum Coaches **Problem Statements:** Student Learning 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 1st, 3rd and 4th grade, we are below the district average on BOY DRA levels. **Root Cause**: Students suffered large gaps due to such long periods of time without schooling and the back and forth between remote and in-person learning. The current 3rd and 4th graders had their Kindergarten and 1st grade years interrupted due to the COVID-19 pandemic, which are pivotal years for building reading fluency. These disruptions are still having an impact on student learning.
Problem Statement 2: Student achievement gaps have been filled, but there is progress to be made in meeting anticipated growth measures in Math & Reading, including being reflected in DRA. **Root Cause**: Teachers worked to fill gaps in Math and Reading, and it shows in STAAR. The achievement on STAAR does not always align to growth in reading levels due to the focus on STAAR tested grade levels.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Schluter will improve the percentage of students who meet or exceed their growth projection by 10% as measured by MAPS testing and iReady from fall to spring testing in both Math & Reading.

    Evaluation Data Sources: 2nd-5th grade MAP and iReady Winter and Spring results

Strategy 1 Details		Reviews		
Strategy 1: We will monitor progress of all students using formative assessments daily to respond to instruction. We will use the data collected to plan strong Tier 1 instruction so that we will regularly and authentically know where each student is academically.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Utilize data to plan and implement flexible intervention groups. Students will know where they are in the learning process for each lesson per subject.
     Staff Responsible for Monitoring: All teachers and administrators
 	
     Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 2, 3					

       0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause**: The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.
Problem Statement 2: As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations. **Root Cause**: We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.
Student Learning
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School Processes & Programs

Problem Statement 2: Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause**: The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Problem Statement 3: As a staff, almost 30% of our staff is new to teaching or new to NISD. This causes variation in experience, teaching skills, content knowledge, and familiarity with district expectations. **Root Cause**: We are fast growth school in a fast growth district. As a result, we must hire new teachers with varying levels of experience who need additional support, professional development, and mentorship.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Schluter will cultivate a culture of professional growth by providing staff with appropriate resources and professional development so that staff feel supported and empowered to contribute to the continued growth of academic achievement.

> **Evaluation Data Sources:** Retention Data
> Energage Survey Results
> OHI Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Develop a mentor/buddy system that incorporates observation cycles between the mentor/mentee/buddy as well as check-ins throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: New teacher (new to NISD and new to teaching) have a higher self-efficacy and become acclimated to the strong instructional focus of Schluter and NISD.
    Staff Responsible for Monitoring: Mentor Coordinator, Administrators, Mentor/Buddy Teachers
 	
    Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Utilize vertical teams to have productive academic dialogue and collaboration among teachers to improve their practice, which in turn improves student achievement. K-3 teachers will be focused on enhancing their literacy knowledge through the completion of TEA mandated Reading Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 4-5 teachers will be aligned in their expectations of student strategies for both Math & Reading.
    Staff Responsible for Monitoring: 4-5 teachers, administrators, instructional coaches
 	
    Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus is in need of additional training and professional development to meet needs of all students, including differentiation, formative assessment techniques, and progress monitoring. **Root Cause**: The population at Schluter has changed over the past 2 years due to extreme growth followed by losing students to the opening of a new campus, and then continued growth in a fast growing area of the district. These changes have brought diverse needs that teachers have less familiarity with.

Demographics
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Student Learning
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School Processes & Programs
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Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Schluter will enhance the culture of engagement with families by encouraging two-way dialogue with families, creating volunteer opportunities within the school, and intentionally partnering with families of special programs to engage all students, their families, and the community at large.

Evaluation Data Sources:
Volunteer Logs, Event Sign-In Sheets, Parent Square Usage Data, WatchDOGS Participation, Volunteer 101 Participation, Family Conference Sign-In Sheets, Social Media Participation

Strategy 1 Details	Reviews			
Strategy 1: Build trust and rapport with new families through proactive communication and a partnership to ease the transition and promote student success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New-to-Schluter families will feel connected and engrained in the Schluter community. **Staff Responsible for Monitoring:** Administrators, Counselor, Diagnostician, Operational Leadership Team **Problem Statements:** Perceptions 2	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Increase transparency of what is happening in school to strengthen the partnership between home and school through methods such as Coffee & Conversations with administrators and counselors, use of ParentSquare as the primary model of communication, increased social media presence, and increased volunteer opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive interactions between school and home through Smore views, "appreciates" in Parent Square, positive comments, and increased volunteer hours. **Staff Responsible for Monitoring:** Administrators, counselor, social media committee **Problem Statements:** Perceptions 2	**Nov**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents are less connected to the learning and day-to-day happenings in the school. They are unaware of what takes place in the classroom for academics and social-emotional learning. **Root Cause**: Due to the COVID-19 pandemic health and safety protocols that were in place for 3 years, parents have not been allowed to participate in school functions to the same level as before, despite communication efforts. This has led to a gap between the home-school partnership.

Addendums

Schluter Elementary
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level. **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways. **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)
Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data: **Improve percentage of students who meet their <u>growth</u> projection by 10% as measured by MAPS testing and iReady from fall to spring testing in both Math & Reading.**   Over half of Schluter students in grades 2-5 met their growth projection during the 2021-2022 school year. This is over the national norms. While this is a celebration, we want to continue to see growth in our students in both Reading and Math.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Monitor progress of all students using formative assessments daily to respond to instruction.

We want to ensure that we know where every student is in their progress and growth for every lesson, every day. We can use formative assessment techniques to monitor student progress in order to make informed instructional decisions in the moment, not just the next day or next lesson.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	**If we,** Define formative assessments to have common language and align formative assessments to success criteria of learning targets
	And if we, Build our bank of types of formative assessment techniques ● Talk moves ● Lead4Ward playlist ● Exit tickets ● 9-minute challenge ● Videos (Flipgrid, Seesaw) And understand how to use formative assessments during small group instruction
	And if we, Intentionally plan formative assessments, especially during the backwards design process ● Rigor should be scaffolded over time to eventually align

	with the summative assessment/level of standard. And have a system for tracking student progress
	Then these are the changes we expect to see in ourselves and our students: Teachers will feel **empowered** to **adjust** their instruction by reteaching or extending at the point of need (now, the next class, tomorrow, small group, whole group); AND students will be able to **articulate** their **progress** towards the learning target.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Share the process used to develop the PoP -cell phone scavenger hunt based on important words in PoP, theory of action, etc. (Christa & Rachel) -show the pictures of our note-taking -convey that the entire	ILT	Back to School PD	Teachers will be able to articulate the PoP and our campus goals.

campus was represented when making this decision -built off of what we started last year while also using data (Brooke & Lindsay) -more specificity -share the actual PoP (Liz & Karen)			
Define formative assessments to have common language -survey (use a formative assessment) to find out what others' experiences are with formative assessments (comfort level, misconceptions, etc.) (Brittanni & Karin) -use checklist from instructional framework to create common vocabulary (Britney & Heather) -what **is** and **is not** a formative assessment (Britney & Heather) -connect back to our PoP and the need to know where all of our kids are (academically) everyday, not just a grade. (Britney & Heather)		Back to School PD	Teachers can give examples and non-examples of formative assessments.
Build our bank of types of formative assessment techniques over the course of the year. ● Talk moves ● Lead4Ward playlist ● Exit tickets ● 9-minute challenge ● Videos (Flipgrid,	ILT Teacher Leaders	Monthly starting in October	Walkthrough and classroom observation data

Seesaw) -bring examples from grade levels/teachers -possible padlet as a bank to collect ideas (house link in All the Things of Schluter document) -during Thursday PD and PLC time -each team presents over the course of the year a couple of different formative assessment techniques			
Align formative assessments to success criteria of learning targets -use learning targets checklist and success criteria checklist -equity protocol			
Have a system for tracking student progress -different teachers bring examples -how it looks whole group vs small group	In PLCs with teams and/or vertical teams	Mid-September	Teachers utilizing student progress monitoring documents daily. Grade level data sheets being used.
Understand how to use formative assessments during small group instruction -opportunities for teachers to observe other teachers (on own team and vertically)		During 2nd Nine Weeks	Classroom walkthroughs and observations show formative assessments being used to check for understanding during small groups.
Intentionally plan formative assessments, especially during the backwards design process ● Rigor should be scaffolded over		January -after MOY data	Formative assessment techniques documented in grade level lesson plans.

time to eventually align with the summative assessment/level of standard.			

Northwest Independent School District

Sendera Ranch Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Sendera Ranch Elementary will engage in meaningful relationships with ALL students, families and community in order to foster a culture of learning that prepares ALL students to confidently and successfully impact their future.

Vision

Sendera Ranch Elementary empowers learners and leaders in order to positively impact their environment.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sendera Ranch Elementary is a Pre-Kindergarten through 5th grade campus located in Haslet Texas right in the middle the Sendera Ranch neighborhood. The school's first year was in 2007/2008 and has received overwhelming parental and community support each year through our volunteers, fund raising campaigns and supporting us on various committees.

Sendera Ranch Elementary's student population is made up of:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
55%	23%	16%	3%	3%	30%	18%	8%	7%	8%	4%	24%	14%	>1%

Demographics Strengths

What do we do really well? Our RTI/MTSS process has been functioning very well and produces legitimate referrals for both SPED and Dyslexia.

What students groups are excelling? We feel that our students that receive MTA services have really flourished with the program. We have two MTA interventionists that have done an excellent job with the program.

What programs are excelling? The implementation of our House System has created a culture of excitement and community that continues to thrive.

What support systems are in place? Tier time/Accelerated Learning Time, RTI/MTSS process, tutoring

How do we know? Campus Goals align with team goals and we have procedures in place for consistent monitoring/check in an accountability through Instructional Leadership Team, Team PLC's, Vertical Team PLC's etc.

One of our greatest strengths is our welcoming environment and community that make our parents, staff, students and community feel a part of our family. Just prior to the beginning of the school year, we added 120 plus students (not to mention new to us Kindergarten adn Pre-K) due to both boundary changes and growth in the neighborhood. These changes in size have brought about changes in student and staffing needs. We have learned how to welcome more than 100 new families and help them to become a part of the Sendera Ranch community while addressing the varied needs of the new student population. In the past three years, we have added new staff members in each grade due to both growth and increased amount of staff needed to serve various roles.

Our parent and community support is a consistent strength that helps bind our school together throughout the changes this year with the addition of 120 new students that previously

attended other schools. We have strong partnerships with two local churches that provide snackpacks, extra tutors, school supplies, and teacher support. We have Watch DOGS in our building to tutor students, provide a strong male role model and build relationships with our students. Our PTA is led by a superb board of director's and offers support through classroom supplies, teacher morale building, community activities, and student learning opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With our sub pops increasing steadily, are we prepared as a campus to meet the needs of every student/every day? **Root Cause:** Demographics changing, but staff development has not changed in its approach.

Problem Statement 2 (Prioritized): Student performance on CBAs, Benchmarks and MAP testing is not matching their in class performance. **Root Cause:** Engagement of lesson and understanding of content knowledge and delivery, including lesson planning and backwards design.

Student Learning

Student Learning Summary

Below are the percentages of where our students fell in various end of the year assessments. We feel as a campus that the percentages don't accurately depict what our students are capable of. When doing formative and in class work, we see much higher scores that have not necessarily translated to our state assessments. With that being said, we plan to address our student performance on summative and state assessments by motivating students to perform at their best. We will also add an additional component to help prepare our students to take a multitude of assessments via online.

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	72%	78%	57%	73%	49%	87%	55%	65%	81%	86%	70%	78%	63%

Student Learning Strengths

As a campus, 72% of our students are reading on or above grade level. We have put a goal of 85% of our students will be reading at or above grade level at the end of the 2022-2023 school year. In order to reach this goal, we will focus on K-2 early literacy and will strive to increase students reading at or above grade level by 15 to 25% of where students are currently at. In relation to this goal, we also want to increase students who make at least a year's growth in reading from 75% to 90%.

(DRA Data-EOY 2022)

	K	1	2	3	4	5
% On/Above Reading Level	76%	60%	70%	65%	89%	72%
% Met Growth Projection	72%	70%	70%	84%	84%	65%

Based on our EOY MAP data, we have also created goals for our students. Students in grades 2-5 will increase our MAP growth projection scores for the current school year in order to close the achievement gap. By the EOY, 75% of our 2nd-5th grade students will meet or exceed their projected growth target on the NWEA MAP ELA assessment (last year only 57% met their growth target). By the EOY, 70% of our 2nd-5th grade students will meet or exceed their projected growth target on the NWEA MAP Math assessment (last year only 51% met their growth target).

(MAP Growth Data-EOY 2022)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.7	13	11.7	10	8.8	9	7.4	10
Math	15.5	13	13.5	13	11.8	13	10.2	12

Problem Statements Identifying Student Learning Needs

Problem Statement 1: NISD along with Sendera Ranch Elementary has high academic standards for all students. However, in order to adopt an "every child, thrives every day" mentality, we must assure appropriate academic goals for every student as well. Currently we have students at every grade level that aren't making a year's growth academically and/or not meeting their maximum academic potential. **Root Cause:** Previous years focus on Masters level performance appears to have increased the performance of the top quartile of students, but it has not made significant progress with all students or student groups. We will rely on our accelerated instruction in order to ensure all students close learning gaps.

Problem Statement 2 (Prioritized): Our campus performs slightly below average with the district when comparing students reading on/above grade level. **Root Cause:** We have students who are not having their needs met in order to make growth in reading.

School Processes & Programs

School Processes & Programs Summary

- We are continuing to work on knowing our content as teachers and focus on our Tier 1/whole group teaching. We are focusing on our readiness and supporting TEKS and knowing the difference between the two. We are also working on planning for our variety of learners we serve with intentional questioning, lessons that allow students to work through the productive struggle and come out having grasped the concept and objective. We continue to capitalize on all of our resources provided to us in NISD. Math coaches and coordinators, ELA coaches and coordinators. With these resources and our intentional work toward our campus goals we are being consistently persistent with alignment and cognitive demand. We know because of classroom observations and walkthroughs, checking of lesson plans, work with our ILT and vertical teams.

- We have 30 minutes of Tier time/Accelerated Instruction Time and intervention built into our campus master schedule, which coordinates with our MTA schedule. At this time grade levels flexibly group their students to meet their individual needs. Students are also visiting our campus interventionist, literacy support teacher and GATES teacher for extension and intervention.

- Our campus ensures that needs are being met by relying on our RTI/MTSS process, progress monitoring and data tracking of our students along with our initiative that supports HB4545 in 4th and 5th grade. Our campus ensures that needs are analyzed and prioritized by putting procedures and routines in place so that our teachers and students are successful. We utilized the NISD At Risk criteria and HB4545 with MAPS data to determine who is eligible for RtI. RtI meetings are scheduled based on the Tier. Tier 2 and 3 have an initial meeting at the beginning of the year. Tier 2 then meets at Middle and End of year with data entry team PLC's every 2 weeks. For Tier 3 students we meet for our initial and then once a 9 weeks at a minimum (with data entry every 2 weeks in team PLC's). With the addition of a literacy support staff member this year we will be able to provide intervention to more of our RtI/MTSS students. We also will utilize our Comp Ed funds to do both in school and after school tutoring to meet the needs of our students.

- Students-comprehensive guidance program for all, "slow start," morning meetings, and access to counselor. Some students will be identified as needing support from our Comp Ed Interventionist throughout the school day.

School Processes & Programs Strengths

At Sendera, we are extremely proud of our RTI/MTSS process and we consider it a strength as a whole for the campus. Each grade level is on board with the process and takes the appropriate measures to ensure we are meeting the needs of our students. This includes both academically and socially/emotionally. With the students who are identified as needing more remediation, students progress through our RTI/MTSS program and some are even seen by our interventionists.

Now that we are not limited to any type of Covid restrictions, we plan to resume our after school activities as we have done in the past. We also offer after school programs such as Choir or Running Club. We will also be incorporating "House Meetings" this year once all students have been sorted into a house.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At times, school processes haven't been communicated to all staff members thoroughly. **Root Cause:** School leadership relying on others to communicate processes to each other rather than communicating directly.

Problem Statement 2 (Prioritized): School personnel not completely understanding what is expected of them. **Root Cause:** School leadership not being as direct as they need to for certain school processes and expectations.

Perceptions

Perceptions Summary

- Our campus is an inviting place to learn and explore activities that are interesting. Students want to be on campus. They feel safe and cared for. The 3-5 survey showed us the kids are safe. They feel they can talk to teachers and build relationships.

- We feel that for the most part, all student groups feel the same about our school.

Our House System provide an opportunity for all students to participate and feel a part of something larger than their classrooms. Leadership club, Ultimate Book Challenge, Choir, UIL and running club all provide opportunities for students to enjoy activities outside the classroom.

Parents participate in PTA, Fun Run, etc. and volunteer in the school on a weekly basis.

Perceptions Strengths

At SRE, we pride ourselves in being open and transparent with our families and communities. We try and reinforce this through our constant communication via email, newsletters, text messaging, website, and phone communication. We are currently seeing an increase in attendance when we host house gatherings or events.

Our approach to becoming a more welcoming environment has started with our professional development focus. We are moving more towards creating engaging, interactive lesson which will motivate students to learn at their highest potential. We also feel that this approach will lend itself to a positive impact on behavior. We understand that sometimes our students misbehave because they are bored or aren't engaged. We are hoping that by motivating our students by intentionally planning for them, we will see a decrease in behavior incidents. Included in this, we plan to see an increase in our attendance rates. If our students are engaged, and want to come to school, then they will do everything in their power to be here.

Our campus has always welcomed any and all parents to come up and volunteer in our building. We have a pocket of our parents that enjoy being involved and we have never turned them away. Our goal is to reach out and be able to invite our new students and their families to do the same.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not ALL staff members feel as though they are equal parts in making the school successful. **Root Cause:** It is perceived that a select few are viewed as more important than others via the leadership team.

Priority Problem Statements

Problem Statement 1: With our sub pops increasing steadily, are we prepared as a campus to meet the needs of every student/every day?

Root Cause 1: Demographics changing, but staff development has not changed in its approach.

Problem Statement 1 Areas: Demographics

Problem Statement 5: Not ALL staff members feel as though they are equal parts in making the school successful.

Root Cause 5: It is perceived that a select few are viewed as more important than others via the leadership team.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: Student performance on CBAs, Benchmarks and MAP testing is not matching their in class performance.

Root Cause 2: Engagement of lesson and understanding of content knowledge and delivery, including lesson planning and backwards design.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our campus performs slightly below average with the district when comparing students reading on/above grade level.

Root Cause 3: We have students who are not having their needs met in order to make growth in reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: School personnel not completely understanding what is expected of them.

Root Cause 4: School leadership not being as direct as they need to for certain school processes and expectations.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

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

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Our students need instruction that is intentionally planned to empower student ownership, engagement and achievement.

Evaluation Data Sources: STAAR data
DRA data
CBA data
Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: Providing teachers professional development that helps them both plan and deliver lessons that will engage their students. More staff awareness on sub pops and the value of looking at this information and the impact on planning and delivery of instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will plan and deliver engaging lessons that reach students (relevancy). **Staff Responsible for Monitoring:** Monitor what professional development we are delivering as well as monitoring lesson plans of teachers.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Teachers will follow district curriculum and state standards. Student progress will be closely monitored and measured against state and local standards.

    Evaluation Data Sources: Student Achievement Data
    Student Work Samples
    MAP data
    STAAR
    District CBAs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan collaboratively to differentiate instruction to target the needs of ALL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Academic Performance of ALL students in every subject will increase by 10%. -On Level readers will increase from 72% to 85%. -Mastery Level performance will increase by 10%. **Staff Responsible for Monitoring:** Admin Team Teachers Interventionist Teachers Special Education Teachers GT Teacher	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Students will collaborate with their teachers to implement a goal/skill setting system to foster a community of self motivated learners. Students will reflect and evaluate their progress and take initiative of their own learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased capacity in student efficacy Goal Setting/CBAs/DRA data/MAP/STAAR Performance will show students demonstrating a year's worth of growth and an increase in mastery level performance. **Staff Responsible for Monitoring:** Students Teachers Interventionist teachers Special Education Teachers GT Teacher Admin Team	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Implement a time across the campus for students to receive prescriptive interventions based on the weak S.E.'s to maximize student learning and close performance gaps. Students already mastering the learning standards will be presented with enrichment opportunities (TIER Time/Accelerated Instruction Time/HB4545)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: RTI Documentation Intervention Plans Progress Monitoring Academic Performance of all sub pops will increase. Mastery level performance will increase. Sub Pop performance will be closely tracked. Student not making progress or showing deficits will receive extra support through our comp ed/RTI teacher. **Staff Responsible for Monitoring:** Teachers Admin Team Interventionist teachers GT Teacher Special Education Teachers Comp Ed/RTI Teacher				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Sendera staff and community will continue to be intentional and purposeful in meeting the social and emotional needs of our students.

    Evaluation Data Sources: Morning Meetings, Guidance Lesson Plans, Student Programs, Surveys, House gatherings/assemblies, House Points, etc.

Strategy 1 Details		Reviews			
Strategy 1: Consistently implement the SEL strategies and components needed to meet the needs of our students at Sendera. With a high concentration on Self-Awareness and Self Management.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: This will create a risk free learning environment in which students are challenged to become independent thinkers who take ownership of themselves and their goals. **Staff Responsible for Monitoring:** All Staff members					
Strategy 2 Details		**Reviews**			
Strategy 2: The SEL Task Force/Sunshine Committee will meet monthly to discuss the implementation of our SEL strategies and components (as well as discuss any other SEL related needs). An increased emphasis on the district's SEL learning will be incorporated in SEL lessons and morning announcements.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Character Development and SEL embedded morning meeting lessons will address the social and emotional needs of our students so they can focus on their academic needs. **Staff Responsible for Monitoring:** All Staff members					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: 85% of all readers will be on level by EOY (ended last year at 72%). In order to reach this goal, we will focus on K-2 early literacy and will strive to increase students reading at or above grade level by 15 to 25% of where students are currently at. In relation to this goal, we also want to increase students who make at least a year's growth in reading from 75% to 90%.

Evaluation Data Sources: DRA, running records, progress monitoring, Imagine Literacy

Strategy 1 Details	Reviews			

Strategy 1: As a campus, increasing our on or above level readers by 13% from where they ended for EOY 2021-2022 and started this year BOY 2022-2023.
 	
Progress towards our campus goal will be reviewed at each ILT meeting along with an update towards grade level goals to help campus achieve it's goal. More intentional discussions in regards to how our sub pops are performing towards at or above grade level standards.
    Strategy's Expected Result/Impact: We expect that with the increase of monitoring and focus on meeting with students, our campus will reach 85% on or above level for reading.
    Staff Responsible for Monitoring: We will do a "state of the grade level" at each ILT meeting (roughly every three to four weeks) as teachers move their students through their reading levels.
 	
Additional Targeted Support Strategy
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: As a campus, we will continue our focus on Content Literacy. We will follow up with professional development to ensure teachers have strategies to incorporate reading and writing into all content areas. This will be monitored through classroom walk-throughs, journal checks, etc.
    Strategy's Expected Result/Impact: An increase to 85% of all students reading on or above grade level by the end of the school year.
    Staff Responsible for Monitoring: Teachers
Interventionists
Admin
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Through the utilization of our COMP ED/RTI Interventionist teacher we (already having identified students who would benefit from tutoring through RTI/MTSS) will be able to provide more Tier 3 support. With these intense interventions provided, the campus will increase K-2 on or above level readers by 20%. **Strategy's Expected Result/Impact:** Increase in state assessment scores and increased "on grade level" reader percentages. **Staff Responsible for Monitoring:** Teachers RTI Teacher Admin	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 5: Students in grades 2-5 will increase our MAP growth projection scores for the current school year in order to close the achievement gap. By the EOY, 75% of our 2nd-5th grade students will meet or exceed their projected growth target on the NWEA MAP ELA assessment (last year only 57% met their growth target). By the EOY, 70% of our 2nd-5th grade students will meet or exceed their projected growth target on the NWEA MAP Math assessment (last year only 51% met their growth target).

Evaluation Data Sources: NWEA MAP data, State assessments and benchmarks from 2021-2022 school year, progress monitoring, CBAs, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Through the utilization of our COMP ED/RTI Interventionist teacher we (already having identified students who would benefit from tutoring through RTI) will be able to provide more Tier 3 support. With these intense interventions provided, our 2nd through 5th graders will increase the percentage of "meeting growth target" on MAP testing by 18% in ELA and 19% in Math.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students meeting their MAP "projected growth target." **Staff Responsible for Monitoring:** This will be mainly observed/monitored through MAP testing, but it will also be measured through Pre and post assessments, module trackers (math/Origo) Grade level goals (tied to campus goals) Student individual goals/skill setting, CBA's, Benchmarks.				

Strategy 2 Details	Reviews			
Strategy 2: Through the utilization of Comp Ed Interventionist, we (already having identified students who would benefit from tutoring through RTI) we will be able to provide Tier 3 tutoring. With this intense intervention provided, students will increase their achievement on state assessments by 15%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in state assessment scores. **Staff Responsible for Monitoring:** Comp Ed/RTI Teacher Teachers Admin				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Provide teachers opportunities to take part in professional learning communities weekly, during which they will collaborate on goal setting, planning and exchange knowledge of how to best serve students.

    Evaluation Data Sources: PLC agendas, lesson plans, T-TESS observations, ILT(Team Lead) and OLT meeting updates

Strategy 1 Details	Reviews			
Strategy 1: Continue to schedule non-negotiable times for teams to meet as a PLC together. (Every Tuesday during grade level conference time)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A much higher collective effort as a grade level to best serve students. **Staff Responsible for Monitoring:** Monitoring PLC agendas/minutes as the team leads turns them into the team folder.				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will continue to meet weekly, follow PLC agendas and usually submit finished product/minutes to team drive.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: A more collective effort of a team with a heightened focus on student achievement. **Staff Responsible for Monitoring:** Check the team's PLC agenda/minutes for thoroughness and ask questions accordingly. **Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Invest time into teachers expanding their content knowledge in order to best meet student needs in and out of the classroom.

    Evaluation Data Sources: Classroom observations, walk-throughs, T-Tess, teacher retention info.

Strategy 1 Details		Reviews			

Strategy 1: Offer teachers choice in professional development that is given. (Survey was conducted for choice PD at EOY 2022) Make resources available. Utilize district coaching staff to guide teams during PLC's.
   Strategy's Expected Result/Impact: Teacher retention.
   Staff Responsible for Monitoring: T-Tess goals and PD plan. Ensure what a teacher has set as a goal is tracked for progress.
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 3: Hiring-In order to promote a culture of collective efficacy, our teachers will participate in the hiring process by being a part of the interview team. We look for teachers that fit our campus beliefs and place an emphasis on building positive relationships with students and colleagues.

    Evaluation Data Sources: Employee feedback , staff retention from 2021-2022 to 2022-2023 school year, teacher attendance rates, PLCs

Strategy 1 Details	Reviews			
Strategy 1: Recruit and select highly qualified teachers by screening applicants utilizing tools provided by the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring and retaining strong teachers and support staff.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin Team Leadership Team Teachers				
Strategy 2 Details	**Reviews**			
Strategy 2: Promote a positive school culture by providing opportunities to build relationships and recognize one another. Teacher Shout Out board (office) Assemblies when we can Team Building Activities Snacks provided by PTA for staff meetings	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Positive school culture -OHI -Staff survey **Staff Responsible for Monitoring:** All Staff				

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

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Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Sendera Ranch Elementary will foster an environment that communicates with all stakeholders to keep them informed of the school's news/information.

    Evaluation Data Sources: Communication: websites, phone calls, emails, social media accounts (utilization of Parent Square)

Strategy 1 Details		Reviews			
Strategy 1: Making sure we communicate with our entire student population and community through various modes of delivery. (Parent Square)		**Formative**			**Summative**
Strategy's Expected Result/Impact: An environment of well informed stakeholders where communication is ongoing and interactive. **Staff Responsible for Monitoring:** Admin, teachers, communication liaison		**Nov**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Student, Staff, and Stakeholder Safety: Sendera will ensure that every student, staff member, and guest on campus is in the most controlled and safe environment possible.

Evaluation Data Sources: Parent Survey
Student Survey
Staff Survey

Strategy 1 Details			Reviews			
Strategy 1: Conduct Safety and Security training sessions with campus staff. All staff received the CRASE training. Regular door checks.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Impact all students, staff, and community members. Teachers will receive tools to help them respond to an active shooter event. **Staff Responsible for Monitoring:** OLT Admin Team						
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue			

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: Diversity: Sendera will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details		Reviews			
Strategy 1: District: Expand representation and participation of members in the NISD Equity Committee. Intentionally recruit a range of district stakeholders to develop, implement and review equity, inclusion and diversity awareness for culturally proficient district employees, students, and families.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Ensure equity, inclusion, and diversity for students and staff across NISD and Sendera Ranch Elementary.					
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Sunshine/SEL Committee					

Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for all staff to build cultural competency and understanding.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build cultural competency and understanding through PD opportunities		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin team Leadership team					

Strategy 3 Details		Reviews			
Strategy 3: Increase student exposure to a variety of culturally diverse literature, resources, and activities that expose students to a various cultures, experiences, and people.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Ensure equity, inclusion, and diversity for students across NISD. Build cultural competency and understanding. **Staff Responsible for Monitoring:** All staff					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Addendums

SENDERA RANCH ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level. **Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. **College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways. **Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Through intentional planning:
● 90% of our students will be reading on or above grade level by the end of the year.
● 90% of students will make a year's growth in reading, measured by:
    ● K-1: DRA
    ● 2-5: MAP Growth Data

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Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Our students need instruction that is intentionally planned to empower student ownership, engagement and achievement.

After working through the Instructional Framework and campus data, we realized that we have opportunities to improve in our purposeful planning processes and accountability systems. Additionally, we need to improve our effectiveness working collaboratively to improve our instructional practices.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our Instructional Challenge (POP) this year:	IF WE build our content knowledge and instructional strategies;
	And if we practice and reflect on the delivery of our instruction;
	And if we commit to the work through self-awareness and clear communication;
	Then we will execute instruction that is intentionally planned to empower student ownership, engagement and achievement.

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
"Atlas of the Heart" Book study	ILT	Throughout the year, monthly	Level of conversations at team lead meetings, level of trust within teams, functioning of a team
Establish campus norms & expectations for PLC and instructional plans	ILT, teachers, interventionists	Ongoing, ILT/team lead check-in quarterly	PLC agendas & notes, PLC meetings
Data-dives & discussions	ILT, teachers, interventionists	Ongoing, quarterly	PLC agendas & notes; PLC calendar; student achievement, progress monitoring
Professional Development - content & process standards, and instructional strategies	ILT, teachers, interventionists, instructional coaches	Ongoing, quarterly through PLC and Thursday PD	Professional development calendar, walkthroughs, student achievement data

Northwest Independent School District

Seven Hills Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

At Seven Hills Hills Elementary, we empower learners to be leaders by developing the whole person. As a community, we will aim high and persevere when the work is hard, knowing that together we WILL achieve greatness.

Vision

In preparation for future success, every student will leave their grade level at or above grade level, not matter where they start. Teachers, students, families, and the community will work in partnership to create a school all children want to attend.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Seven Hills Elementary School

We believe...

relationships impact achievement

everyone has genius

everyone can be a leader

in developing the whole person

change starts with me

educators empower students to lead their own learning

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following have been ideentified as areas of focus for the 2022 - 2023 school year based on the campus needs assessment:

- Continued focus on literacy instruction across content areas (listening, speaking, reading, writing, and thinking).
- Moving students from code based reading proficiency to deep comprehension.
- Continued focus on planning and delivery of Tier I instruction in all content areas, with a focus on literacy and math.
- Build teacher capabilities with using a variety of data sets to plan instruction and intervention. Staff are able to read and interpret data. The next step is consistently using the data in a meaningful way.
- Close achievement and performance gaps in all content areas as measured by DRA/MAP/STAAR. Growth continues to be evident, however students are not meeting desired levels of mastery/proficiency.
- Continue to foster a culture of leadership with attention to SEL, wellness, and appropriate student behavior
- Responding to rapid growth by building a sense of community and high levels of trust among staff, students and parents.

The following 2022 - 2023 staffing needs have been identified based on the campus needs assessment:

Title I Intervention Specialist (Formerly Campus Instructional Teacher): Seven Hills has an imbalanced RtI distribution (168 at BOY 2021), reflective of Tier I instructional inconsistencies and needs. This Title I Intervention Specialist's primary role and responsibility will be to close Tier 1 instructional gaps, ultimately reducing the number of students served in Tier 2 and 3 at the campus. Roles and responsibilities include, but are not limited to the following:

- Facilitate planning and implementation of curriculum, instruction, assessment, and technology. Model effective teaching strategies with students and peers. Provide mentoring, coaching, and support for campus teachers. Conduct professional development to support the district instructional program. Collaborate with appropriate district staff to implement the guaranteed and viable curriculum. Monitor student achievement data and interpret, report, and act on results. Participate as a member of the campus intervention team.

- Support the specific academic needs of the Title I, at-risk, EL, and RtI student through case management and direct instruction/intervention. This will also include working collaboratively with classroom teachers to close gaps between interventions and application in the classroom setting. This could include creating accommodations for key concepts, and providing differentiated instruction to meet individual learning needs.

- Support the delivery of tutorials for Tier 1 and Tier 2 students as outlined in HB4545. Work with tier 1, 2, and 3 students in the classroom and in intervention groups.

- Serve as Mentor Coordinator for the campus. New teachers will engage in coaching cycles in Reading and Math for all classroom teachers (Teachers in Year 1 and 2 should have 2 full coaching cycles per year as a minimum.)

- The Intervention Specialist will support grade level PLCs, Vertical Team Meetings, and deliver job embedded Professional Development. They will also desegregate data including CBAs, benchmark assessments, DRA2, MAP assessments, and Imagine Math. This data will be used to focus coaching cycles and grade level support.

Two Title I Interventionists: Seven Hills served 162 students in RtI during the 2021 - 2022 school year. In order to respond appropriately to high numbers of returning students receiving tier 2 and 3 interventions and in anticipation of new students needing intervention, this Title I Interventionists' primary role and responsibility will be to intervene with Tier 1, 2 and 3 and EL students according to district expectations. Specifically, this Interventionist will support the following:

- Support the special academic needs of the at-risk, EL, and HB4545 student through case management and direct instruction/intervention/tutorials.

- Work collaboratively with classroom teachers to close gaps between interventions and application in the classroom setting. This could include creating accommodations for key concepts, and provide differentiated instruction to meet individual learning needs.

- Partner with the intervention team, Title I Intervention Specialist, and campus administration to support tier 1 intervention/instruction. This could include modeling, providing professional development, and pulling small groups in the classroom during literacy and math instruction.

- Work with Title I, Tier 2 and 3 and/or EL students individually and/or in small groups (maximum of eight per small group at one time).

- Deliver HB4545 tutorials.

- Participate in Student Success Team as a case manager.

Title I Instructional Assistant: Provide intervention during the school day for Tier 2 - 3 students in mathematics and literacy. The Title I Instructional Assistant would work in partnership with the campus Intervention Team to offer small group intervention in both a push-in and pull-out model to best support the needs of the students.

Half Time Behavior Interventionist: Seven Hills has received behavior intervention support once a week for 20% of the school year (2021 - 2022 data). 66% of the students supported by the BI received Special Education Services and 34% were general education. Approximately 30 behavior plans were developed for students. In response to current needs and in preparation for projected growth, Seven Hills needs half-time Behavior Intervention support in order to address severe and persistent student misbehavior. The role of the BI would include, but is not limited to:

- Student support with behavior.

- Creating behavior plans with the teacher and student based on student need.

- Support teachers with behavior plan implementation (behavior tracker, cool down time, or area, breaks with students, social skills, etc.)

- Support collection of data and planning interventions for behavior RtI.

- Engage in a coaching and feedback cycle with teachers on effective deescalation strategies, positive behavior supports, and behavior interventions.

Communities in Schools is a partnership that has been identified as a need for the 2021 - 2022 school year. CIS directly supports families and students through education programs, mentor-ship, and tutorials. In addition the CIS helps meet the basic needs of students and families by providing weekend food, access to a clothes closet, school supplies, and access to outside resources to meet individual family needs. Through CIS, students are afforded opportunities to participate in extra-curricular opportunities that otherwise would not exist.

3 Intervention Specialists (Dyslexia Support): In order to meet the needs of current students identified as Dyslexic (64) and in anticipation of new students needing Dyslexia services based on rapid growth projections, Seven Hills will need 3 Intervention Specialists trained in MTA. Their primary role and responsibility will be to deliver the MTA intervention to students and serve as case managers in Student Success Team.

3 Intervention Specialists (RtI and EL): Seven Hills supported 164 students in RTI during the 2021 - 2022 school year and has 62 students identified as English Learners. In order to respond appropriately to high numbers of students receiving interventions and in anticipation of specific student needs related to growth projections, the primary roles and responsibilities of the Intervention Specialists will be to intervene with RtI and EL students according to district expectations. They will serve as the lead contact for RtI and EL requirements (including TELPAS and LPACS). Additional responsibilities include, but are not limited to:

Support the specific academic needs of EL, Tier 2 & 3 students who demonstrate reading and math deficiencies by providing direct remedial instruction, guided practice, and

computer-assisted instruction with
individual students and/or in small groups.

- Intervene in primary grades (K and 1) to close early literacy gaps.

- Participate in Student Success Team as a case manager.

- Maintain appropriate eStar documentation for RtI students.

EL Instructional Assistant: Provide intervention during the school day for EL students in mathematics and literacy. The EL Instructional Assistant would work in partnership with the Intervention Team to offer small group intervention in both a push-in and pull-out model to best support the needs of the students.

Demographics

Demographics Summary

Seven Hills is a PK -5th grade campus in Northwest ISD with a student population of approximately 618 during the 2021 - 2022 school year. An unexpected increase in student enrollment in the 2021 - 2022 school year designated Seven Hills a fast growth campus/community. Campus enrollment was 618, a 14.3% increase over projections. Throughout the course of the school year, 50 students withdrew. The attendance zone is largely rural, and encompasses four different townships and two different counties, Wise and Tarrant. It is one of four Title I campuses in the district.   Based on 2021 snapshot data:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
61%	30%	4%	2%	1%	54%	21%	8%	26%	1%	11%	61%	27%	0

 Campus attendance trends below the district average at 93.21%.

Continued Federal funds for free/reduced breakfast and lunch for all students during the 2021 - 2022 school year impacted the rate of families completing the typically required school lunch program paperwork. The program will not continue for the 2022 - 2023 school year.

Staffing is adjusted every year to meet campus needs based on enrollment and student services. The 2021 - 2022 Seven Hills staff consisted of 33 general education classroom teachers, 5 special education teachers, 3 elective teachers (Art, Music, and P.E.), 5.5 intervention support (Dyslexia, Interventionist, and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 library media specialist. Title I funds were used for the following staffing positions during the 2021 - 2022 school year: One Interventionist one instructional assistant and a Title I Intervention Specialist *(Campus Instructional Teacher - CIT)* to meet the diverse learning needs of our students. Additionally, we contract with Communities in Schools North Texas, using Title I funds, to provide social work support to students and families in need. Through Comp Ed funds, we have one intervention teacher and one instructional assistant.   We also have 5 special education paraprofessionals, 1 Title I paraprofessional, 1 Comp Ed paraprofessional, 1 Pre-K paraprofessional, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified.

Campus/community growth has and will continue to shift campus demographics. Campus staffing does not yet reflect the changes and cultural diversity in the school community. The hiring process has been focused on achieving a staffing ratio that more appropriately reflects the community served. For the 2022 - 2023 school year, Seven Hills has 7 Hispanic staff members, 5 bilingual (not bilingual certified) staff members, and 2 African American staff members.

During the 2021 - 2022 school year, the school had two self-contained special education classrooms, PACEE and ECSE, in addition to four teachers providing resource and inclusion services.   In 2021 - 2022, we were the only fully implemented Reading Recovery campus in the district.   Half-Day Pre-K is offered to families who meet qualification as well as tuition based.

RtI, 504, and ARD committees meet regularly to discuss the needs and progress of students. We have a regular schedule (approximately every grading cycle) for RTI meetings in order to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving tiered interventions. 2021 - 2022 data was:

	504	**Special Education**	**RtI Q1**	**RtI Q2**	**RtI Q3**	**RtI Q4**
Number of Students	49	130	162	168	153	138

In response to COVID-19, students were offered both in-person and remote learning *(first grading period only)* instructional settings. Student and staff attendance continued to be negatively impacted by COVID-19 illness. All students did not have access to support at home or consistent, stable internet during periods of required quarantine.

Demographics Strengths

The following have been identified as demographic strengths:

- Seven Hills is a Leader in Me School, focused on developing the whole child. Seven Hills received Lighthouse Certification with Franklin Covey in 2019. The campus is currently engaged in the re-certification process.

- Seven Hills was a project school for two consecutive years (2019-2020, 2020 - 2021), partnering with Teacher's College Reading and Writing Project in order to deliver the Units of Study literacy curriculum with fidelity. This partnership contributed to the development of teacher leaders and model classrooms to support continuous professional learning and mentorships for new staff.

- One EL instructional assistant supports the delivery of intervention to the EL student group across the campus.

- One Title I instructional assistant supports the delivery of intervention to K-5 students through a push in and small group model.

- Seven Hills has a Title I Interventionist *(formerly Campus Instructional Teacher)*, whose purpose is to engage in a coaching cycle with teachers to analyze data, design responsive instruction, and deliver meaningful and relevant instruction to support the needs of all learners, with a focus on closing achievement gaps in System Safeguard groups. The Title I Interventionist also works with at-risk students to close achievement gaps.

- 34 out of 36 instructional staff (core content, special education, intervention) have ESL Certification. A plan is in place to ensure all staff are ESL certified.

- Both administrative assistants are bilingual in the front office.

- A comprehensive mentor program is in place to ensure that all first and second year teachers are provided the support they need to effectively lead their classrooms. Teachers who are new to NISD, but have 2 or more years of experience are provided with a "buddy" teacher to assist in their transition. The *Title I Intervnetionist (CIT)* serves as the Campus Mentor Coordinator.

- Seven Hills partners with Community in Schools to help students by providing services directly or linking students with other agencies and programs in the community to help them stay in school, post better attendance rates, reduce behavior problems, improve academically, to support future graduation or GED achievement. The Seven Hills CIS case manager has built positive relationships with the students and families on her case load, and has been instrumental in building positive connections between the home and school within specific demographic groups. The CIS has established a comprehensive student mentoring program at Seven Hills.

- Seven Hills partners with Movement Church, Lifepoint Church, Community Storehouse, Facebook and other Partners in Education for school supplies, summer enrichment, and summer food.

- Students had the opportunity to be involved in the following activities for the 2021- 2022 school year: Girls on the Run, Destination Imagination, Ultimate Book Challenge, Choir, Running Club, Spelling Bee, UIL, Student Lighthouse, Yearbook, and Sharpen the Saw Clubs.

- Seven Hills offered a virtual Curriculum Night for families during the 2020 - 2021 and 2021 - 2022 school years.

- Seven Hillss offered a STAAR parent information night for families in 3rd - 5th grades (March 2022).

- Seven Hills offered a Leadership EXPO in March 2022, providing students an opportunity to share how they are leaders in the school, in the classroom and of themselves. This event replaced the traditional Open House, promoting student voice and hosting mini student lead conferences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff and student attendance impacts growth and achievement. The global pandemic continued to negatively impact staff and student attendance rates in 2021 - 2022. **Root Cause:** Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sence of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable isntructional time with students.

Problem Statement 2 (Prioritized): All students do not have equitable access to educational opportunity. **Root Cause:** Evidence about equity in access to tangible and intangible resources impacted student engagement, opportunity for intervention and extension, SEL support, and home-school relationships. Additionally, Seven Hills continues to experience high rates of student mobility and rapid growth. Seven Hills experienced a 14.3% increase in student enrollment during the 2021 - 2022 school year.

Problem Statement 3 (Prioritized): The world we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and world. **Root Cause:** Student academic and social-emotional health/wellness continues to be impacted by the global pandemic, social issues and school safety concerns. As a result, staff are being required to expand their skill set to meet the diverse needs of students and families. Specifically, staff need continuous learning on SEL strategies, culturally responsive practices and school safety.

Problem Statement 4 (Prioritized): New staff, students and families do not have a deep understanding of and the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. The opportunity to establish trust with new staff, students and families has been limited. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage at/with the campus continued to be limited during the 2021 - 2022 school year due to COVID safety protocols.

Student Learning

Student Learning Summary

See 2021 - 2022 campus achievement data in addendum.

Based on 2022 STAAR data, Seven Hills Elementary received an overall "C" accountability rating with the Texas Education Agency, and has been identified as a campus needing Targeted Support or Improvement. The Targeted Assistance designation is a result of lack of growth progress in the following student groups: White, Hispanic, Economically Disadvantaged, and Emergent Bilingual/English Language Learners. 112 students were provided tutorials as designated by HB4545 during the 2021 - 2022 school year. 99 students will be provided tutorials as designated by HB4545 during the 2022 - 2023 school year. 2022 STAAR data:

- School Progress: B
- Academic Growth: B
- Closing Gaps: C
- Overall Rating: 78/C

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	54%	69%	53%	55%	50%	77%	50%	64%	64%	64%	61%	61%	46%

In pursuit of the 2021- 2022 campus goal, progress monitoring data was kept on K-5 grade literacy proficiency and growth. Cold reads were used to collect this data each month, and end of year DRA was completed in May. The percentage of students on or above grade level at the End of the Year 2022:

	K	1	2	3	4	5
% On/Above Reading Level	78%	57%	71%	75%	76%	84%
% Met Growth Projection	72%	85%	86%	75%	80%	82%

MAP assessments are used in grades 2-5 to inform RtI placement, monitor progress, and as growth progress predictors for state accountability. Fall to Spring MAP Student Growth Summary:

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	14.7	15	11.8	12	9.2	9	7.4	5

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Math	15.5	15	13.3	16	11.5	13	10.1	9

A comprehensive look at student achievement data including CBA data, STAAR and MAP comparisons, and cohort data can be found in the artifacts section of the CIP. Based on this data it was determined that we are closing gaps in some specific student groups. Kindergarten, 2nd, and 5th grade End of year 2022 DRA data indicates that the Hispanic student group exceeded the growth and performance of the White student group. It is evident that vocabulary instruction needs to be a continued focus to support the learning needs of Emergent Bilingual/English Leader student groups.

In response to the needs of the campus and the designation by TEA as a targeted assistance campus, structures and systems continue to be implemented with revision/refinement based on need/data:

- Quarterly data reviews continued through Extended PLCs. Grade level teams met to review progress monitoring, CBA, benchmark and MAP data at the end of each grading period. Protocols are used to evaluate progress, set short term goals, determine action steps and what evidence would indicate success. These reviews complimented the work of the PLC.
- TEKs Checks continued in third - fifth grade for math and ELA. Teams used longitudinal STAAR performance data and Lead4Ward resources to determine consistent gaps in specific TEK performance. These "hot spot" TEKs were then prioritized based on curriculum time lines and Lead4Ward information, built into a calendar for spiral review and instruction, and formative or short cycle assessments created. Teams carefully considered the data from each short cycle assessment and adjusted instruction/intervention accordingly. The data yielded valuable information necessary for individual student growth progress and mastery of TEKs.

- Student Teacher Action planning Tool (STAT) was implemented for planning small group instruction based on quintile groups.

- **The campus goal was:** Move from BOY % on or above grade level on literacy based assessments to 90% or greater by the end of the year 2022. Seven Hills uses the 4 Disciplines of Execution as a goal setting framework. All campus, team, teacher and student goals use this framework, and all team, teacher, and student goals align with the campus goal focus.

- Kindergarten - 3rd grade teachers, Special Education teachers and campus administrators participated in the Reading Academy.

- The campus responded to the needs of students through HB4545 tutorials.

- Campus administrators attended Lead4Ward trainer of trainers professional learning with other NISD administrators. Key elements of the training were delivered at the campus level.

- Five teachers attended the Lead4Ward Rockin'Review (2 ELAR, 2 Math, and 1 Science). The teachers shared their learning with grade level teams to plan "STAAR Boot Camp reviews.

Tier 1 instruction and intervention continue to be a priority focus. In pursuit of campus and district literacy goals, all K-5 reading teachers engaged in Literacy Lab Coaching Cycles with the NISD literacy coaches and campus adminsitrators in the Spring of 2022. The coaching cycles were modeled after our previous learning with Teacher's College Reading and Writing Project, to include a mini professional learning session, modeling, and gradual release with action driven feedback. The coaching/professional learning focus was small group instruction. Additionally, all 3-5 teachers engaged in content literacy professional learning as part of the Extended PLC structure, focusing on the Think Along Plan from Lead4Ward.

Student Learning Strengths

The following have been identified as strengths in the area of Student Academic Achievement:

- End of the year DRA2 expectations indicated growth in all grade levels.

- Kindergarten - 5th Grade, at leaset 72% of readers met individual growth measures (as measured by DRA).

- Seven Hills showed growth in the School Progress (B) and Academic Growth (B) accountability measures on STAAR. The campus continues to make progress on state accountability rating and is within 2 points of an overall B accountability rating.

- The campus instructional focus *(using backward desing to plan tier 1 instruction)* aligned with identified gaps in performance on literacy indicators and state assessments.

- The campus master schedule affords an opportunity for personalized learning time *(LEAD Time)*. This time is intended to deliver enrichment, extension, and intervention for all students. During this time, we are able to pull students for intervention support with specialists or classroom teachers, without disrupting the learning during core content instruction. Having this time built into the master schedule provides an opportunity for teachers to pull HB4545, tier 3 and tier 2 literacy groups, using LLI, Lexia, and skill based literacy materials as resources to deliver explicit, targeted reading intervention. This is a time for students to put first things first and work on lead measures, or actions, to achieve their Wildly Important Goals and complete required HB4545 tutorial requirements.

- All students set Wildly Important Goals based on their individual needs. All K-2 students set a literacy goal. Students in 3-5 set an academic goal based on individual need. Students are able to connect the work they complete to their learning goal, and monitor progress toward their goals.

- The TEKs Checks structure aligned instruction and assessment, and proved to be a highly effective structure to close achievement gaps in Tier I instruction.

- The Think Along Plan structure implemented after Lead4Ward training provided a high leverage structure for content literacy and spiral review of literacy skills needed to close achievement gaps.

- Seven Hills consistently and systematically utilizes the NISD Instructional Coaches to support high quality Tier 1 instruction. K-2 and 3-5 teachers engaged in coaching cycles in the Spring Semester that mirrored the PD model of delivery used by Teacher's College, and included a mini PD session, opportunity for coaches to model, and teachers to impliment immediately with support. The focus of the coaching cycles was the planning and delivery of sifferent types of reading small groups.

- Seven Hills has an Intervention Team *(2021-2022 Team)*: 1 Reading Recovery, 1.5 Dyslexia Interventionists, 2 RtI and EL Interventionists, 1 Title I Interventionists, 1 Title I Interventionist *(CIT)* and 2 intervention instructional assistants

- Families had the following opportunities to engage as partners in student achievement: Virtual Curriculum Night, parent conferences, "Stories, STEM and Stargazing" family leadership night, STAAR Parent Night, Leadership Expo with mini-student led conferences, Family Book Club, Family Literayc Picnic, Toy Expo, Leadership Expo, and a Spring Break and Summer Reading Challenge.

- Title 1 funds were used to purchase a book vending machine and an additional set of leveled books for each grade level to use in their classroom libraries.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are demonstrating literacy proficiency. While students are demonstrating growth, not all are meeting end of year expectations. The campus continues to perform below the district in all areas on literacy based assessments & state accountability measures. The achievement gap in White, Hispanic, ED & EB/EL student groups continues to be a priority focus. **Root Cause:** Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, attrition /rapid growth negatively impact teacher deep understanding of the

curriculum and the ability to establish model classrooms.

Problem Statement 2 (Prioritized): The campus has not met growth progress measures on state assessments for White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learner student groups, and we continue to achieve a "C" accountability rating. **Root Cause:** Common campus strategies for test taking and consistent practice opportunities are inconsistently implemented. Depth of understanding of the standards in math and literacy lacks consistency and instructional bottom lines are not implemented with fidelity. Accountability systems lack systematic and systemic implementation.

Problem Statement 3 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not pervasive across the campus. **Root Cause:** Teacher retention and rapid growth has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards. Only ten current staff members participated in the Teachers College Literacy Lab Site.

School Processes & Programs

School Processes & Programs Summary

In support of the campus and district vision to ensure students are prepared for future success, Seven Hills received Lighthouse Certification through Franklin Covey in May 2019 and is working through the recertification process *(there have been delays in the process due to the global pandemic)*. In order to fully implement the Leader in Me program and in alignment with implementation of the NISD SEL Framework, all staff have engaged in continuous, comprehensive professional learning including:

- Leader in Me 7 Habits training *(new teacher training, Leader in Me 7 Habits on demand (online) training available to all staff)*

- 4DX review and self-reflection

- "Equity in Education" professional learning refresher with the Leader in Me and <u>Unconscious Bias</u> book study *(part 1 & 2 compelted during the 2021 - 2022 school year; part 3 scheduled for 2022 - 2023)*

- "Neuroscience of Wellness" professional learning with the Leader in Me

Students are taught the "7 Habits of Happy Kids" through experiences and direct instruction. The 7 Habits meets the district's SEL curriculum expectations, and all students and staff are provided opportunities to make connections between the 7 Habits and paradigms of leadership and the components of the NISD SEL Framework *(specifically, Self-Awareness, Self-Management, Responsible Decision Making, and Relationship Skills)*. All students and staff engage in Habit Huddle from 7:40 am to 8:00 am daily. The Leader in Me curriculum/SEL is delivered during this block. It is reinforced throughout the daily curriculum, in campus instructional bottom lines, and through targeted guidance lessons. A comprehensive scope and sequence, including resources and a time line of implementation, was created by the Leadership Action Team in 2021. This scope and sequence continued to be reviewed and revised during the 2021 - 2022 school year, which included the addition of new/updated resources provided by the LIM. In alignment with the campus instructional focus on literacy, picture books were added to the scope and sequence for each habit and core leadership value within each grade level. Grade levels will use these books for interactive read alouds and other content literacy connections.

Each year, students are afforded a variety of opportunities to participate in activities and programs that support academic, social, and emotional development. Opportunities during the 2021 - 2022 school year included, but were not limited to Ultimate Book Challenge, Girls on the Run, 4th Grade Musical, Choir, Destination Imagination *(13 campus teams in 2021 - 2022)*, UIL and two campus service learning projects. In the spring of 2022, students, staff and families participated in the first campus Family Literacy Picnic and STEAM Day. Additionally, students are offered enrichment through Sharpen the Saw Clubs. Sharpen the Saw Clubs happen every Friday morning for 6 weeks, and students are able to choose an area of interest to participate. There were three student led Sharpen the Saw Clubs in the spring of 2022.

We honor the greatness in Star Leaders. Homeroom classes recognized students weekly though a "Leader of the Week" program. A Celebrations Menu was created to recognize the growth, achievement, and accomplishments of individuals, classrooms, and grade levels. Student achievement and leadership is recognized through Leadership Assemblies each 9 weeks. A home-school leadership recognition program was implemented providing parents an opportunity to recognize their students for using or teaching the habits at home *("Caught Being a Leader at Home")*.

The campus master schedule provides for an opportunity for enrichment, extension, and intervention through LEAD Time *(personalized learning time)*. During LEAD Time, students put first things first and work on the lead measures aligned with their individual Wildly Important Goals *(WIGS)*. Teachers are able to work with individuals and small groups of students during this block to deliver Tier 1 interventions, RtI targeted interventions (Tier 2) and/or tutorials for HB4545. Pull out intervention programs attempt to work with students during this designated time, in order to reduce the number of core content minutes missed.

Seven Hills has 33 general education classroom teachers, 5 special education teachers, 3 electives teachers (Art, Music, and P.E.), 4.5 intervention support (Dyslexia, intervention and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 library media specialist. We also have 6 special education paraprofessionals, 1 Title I instructional assistant, 1 EL instructional assistant, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 Title I Intervnetionist, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified.

We have two self-contained special education classrooms, PACEE and ECSE, in addition to four teachers providing resource and inclusion services. In response to the diverse learning needs of our students, we have a Prekindergarten class on our campus, as well as one Reading Recovery, 4.5 intervention teachers, and a Title I Interventionist.

We practice shared decision making. Staff and students are engaged in campus decision making processes. Campus leadership teams have been redefined to more closely align with the Leader in Me Framework, and are currently working on full implementation.   Staff members have the opportunity to apply for roles and responsibilities within each action team based on interest. Student Lighthouse team members are matched to leadership action teams based on interest.

- **Culture Action Team:** End in mind is developing a high-trust school culture where every person's voice is heard and their potential is affirmed.
- **Leadership Action Team:** End in mind is developing highly effective students and adults who are leaders in their school and community.
- **Academics Action Team:** End in mind is developing engaged students who are equipped to achieve and entrusted to lead their own learning.
- All staff are members of an action team (Culture, Academics, Leadership).

Seven Hills has established a culture of learning. A professional learning calendar is created based on need and aligned with the campus instructional focus, and time is protected for teachers/staff to engage in professional learning. We meet as a campus group weekly in a variety of forms from the whole group, vertical and horizontal teams, etc. Grade levels meet in PLCS on Tuesdays, often with administration or the Title I Interventionist *(CIT)*, to discuss and plan for student learning aligned with campus and team Wildly Important Goals *(WIGs)*. A campus based PLC Learning Cycle continues to be fully implemented. This cycle anchors the work of the PLC around the campus and team's WIG. PLCs during the 2021 - 2022 school year focused heaviliy on backward design and content literacy. Instructional rounds are a part of this process, and three cycles of the campus "Lifting Instruction" protocol were completed during the 2021 - 2022 school year. During the 2021 - 2022 school year, Extended PLCs were implmented in grades 3-5 as an opportunity to complete data dives, engage in mini-pd sessions using Lead4Ward tools, and plan instruction/intervention.

Professional learning aligns with campus and district goals, and is designed to build teacher capabilities and support all staff in their efforts to "get better" and ultimately change campus results. Professional learning continued to be focused on implementation of the literacy curriculum (reading, phonics, and writing), Tier 1 instruction/intervention and SEL. In support of the campus literacy goal, all grade level, content, and specialized staff engaged in a professional learning cycle on the interactive Read Aloud. Seven Hills was a Teacher's College Reading and Writing Project lab site school for two consecutive years, and the coaching model used in the lab site was replicated by NISD literacy coaches and campus administrators during the 2021-2022 school year. Kindergarten - 3rd grade teachers, Special Education teachers, and campus administrators completed the Reading Academy during the 2021 - 2022 school year. The campus has had a goal to promote staff-led professional learning. During the 2021 - 2022 school year, the following professional learning was designed and delivered by staff:

- Unconscious Bias book study parts 1-2
- TEKs checks and Rockin' Review (3-5 Grade)
- 7 in 7 leadership connections
- 4Dx and student WIG reviews

RtI, 504, and ARD committees meet to discuss the needs and progress of students. We have a regular schedule for RTI meetings in order to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving tiered interventions.

Staff members represent the campus on district level committees, including DEIC, Faculty Advisory Council, Curriculum Writing Teams, Long Range Planning, Equity and Diversity Committee, and the SEL Framework Task Force. Seven Hills has 3 parents represented on the Long-Range Planning Committee.

K -5 students are 1:1 with Chromebooks and SeeSaw is the primary platform for digital learning. Grades 3-5 also use Google Classroom.

Cross reference student learning summary, strengths, and problem statements.

School Processes & Programs Strengths

The following have been identified as strengths in the area of School Processes and Programs:

- The **Leadership Action Team** completed the following projects during the 2021 - 2022 school year: Habit Huddle Scope and Sequence review, alignment of service learning projects & completion of two campuswide service learning projects; implementation of Leader of the Week; Kindness Month classroom activities; Career Week Habit Huddle activities; Caught Being a Leader at Home program; Leadership Home Connections

- The **Culture Leadership Action Team** completed the following projects during the 2021 - 2022 school year: Kindness Month, "Stories, STEM and Stargazing" Family Leadership Night; Leadership Expo; STEAM Day; Creating a classroom culture of leadership project

- The **Academics Leadership Action Team** completed the following projects during the 2021-2022 school year: "Look for a Book" campaign; Creating common practices for ELO (homework); Habit Huddle read aloud book selection; 3-5 grade STAAR parent night; Creating campus Celebrations Menu; Spring Break and summer reading programs

- The **Student Lighthosue Team** was able to return to active engagement/participation for the 2021 - 2022 school year.

- All staff were provided an opportunity to express interest in/apply for a leadership team position for the 2021 - 2022 school year.

- Clarity in roles and responsibilities within each respective leadership action team yielded increased levels of authentic shared decision making.

- Seven Hills was featured in a Franklin Covey/LIM Impact Journey video highlighting the cadence of accountability created through campus' "See, Do, Get" cycle for PLCs.

- Seven Hills was featured in the new publication of Franklin Covey's Four Disciplines of Execution for Educators.

- The master schedule for Seven Hills provides for maximum use of available instructional time.

- The teaching staff for the 2021 - 2022 school year included 1 first year teacher and 16 new staff members. The addition of these staff allows us to capitalize on new ideas and strengths in support of authentic collaboration and problem solving. Every 1st and 2nd year teacher has a mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.

- Three teachers served as curriculum writers and ten provided professional development at the campus and district levels.

- All professional staff are highly qualified, and all professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population. Three paraprofessionals are taking advantage of the "Home Grown" opportunity offered through NISD Human Resources to become certified teachers.

- Seven Hills has appropriate staffing to support the instructional and intervention needs of our diverse learners, including but not limited to the Title I Interventionist *(CIT)*, CIS, Interventionists, and Reading Recovery teachers.

- Through CIS, a student mentor and tutoring program has been established, utilizing community partners and high school/college students as mentors for students identified as At-Risk.

- The campus continued to implement and improve The 4 Disciplines of Execution as a goal setting continuum during the 2021 - 2022 school year. Student achievement data, specifically DRA2 and MAP, indicates success with the implementation. Additionally, the campus routinely uses the See-Do-Get Principles of Effectiveness Map and Atlas Looking at Data protocols to engage in reflective practices.

- Consistent campus practices were put in place in Kindergarten - 5th grades for homework. Extended Learning Opportunities, ELOs, are sent home weekly and classroom goals are set and progress monitored for student completion. ELOs provide an opportunity for students to practice high priority standards, and provides parents a sneak peek into classroom instruction while promoting parent engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in our post pandemic and rapid growth community. **Root Cause:** Not all families have access to &/or the background knowledge necessary to support the instructional needs of students at home & school to help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations, & steps necessary to close existing gaps. Rapid growth & the pandemic created barriers to parent engagement

Problem Statement 2 (Prioritized): The current campus model to support new and induction year staff is not adequately developed and does not sufficiently support leadership and instructional growth. **Root Cause:** Rapid growth has resulted in a significant increase in new staff with limited to no depth in understanding campus/district systems, routines & processes. All new staff need to learn about the NISD Instructional Framework, the NISD curriculum, The Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Perceptions

Perceptions Summary

Considering the rapid growth experienced during the 2021 - 2022 school year and the projected growth for the 2022 - 2023 school year, building a positive, healthy campus culture that promotes leadership and learning continues to be a campus focus. As we start the 7th year of implementation of The Leader in Me framework with Franklin Covey and complete the recertification process, it will be important to make sure all of our new students, staff and family are introduced to the paradigms and practices that shape our mission and vision. In May of 2019, Seven Hills received Lighthouse Certification with The Leader in Me and we will complete recertification in October of 2022. The Leader in Me is CASEL endorsed.

Through our implementation of the Leader in Me, we have established a core set of beliefs and have a clearly defined mission statement for Seven Hills.

At Seven Hills we believe:

- relationships impact achievement.

- everyone has genius.

- everyone can be a leader.

- in developing the whole person.

- change starts with me.

- educators empower students to lead their own learning.

The Seven Hills mission statement is:

"At Seven Hills Elementary, we empower learners to be leaders by developing the whole person. As a community, we will aim high and persevere when the work is hard, knowing that together we WILL accomplish greatness."

In the fall of 2021, all 3rd - 5th grade students took the Satchel Pulse SEL survey. This survey was new and the campus is learning how to use the data collected. Based on the iinitial survey the following areas have been identified as the top 3 areas of strength and priorities for improvement:

	Subskill	**Competency**
Area of Strength	Respect for Others	Social Awareness
Area of Strength	Appreciating Diversity	Social Awareness
Priorities for Improvement	Stress Management	Self Management
Priorities for Improvement	Identifying Emotions	Self Awareness

The campus administers the LIM Measurable Results Survey anually to students, staff, and parents. The MRA data collected for the fall of 2021 did not capture enough responses to be statistically significant. The following needs have been identified based on previous LIM Measurable Results Survey data, teacher and parent feedback:

- Teacher Efficacy: Goal focus and achievement & Instructional Efficacy

- Family Involvment: School - Family Partnerships

- Campus communication of goal and mission alignment

Opportunities to communicate our campus mission and beliefs to different stakeholder groups involved campus newsletters, campus Google Site, campus website and Facebook pages, and parent conferences. A virtual Curriculum Night *(housed on the campus Google Site)* was held in September and shared with new families as they enrolled throughout the year.

Building a sense of community at Seven Hills has been a priority. We want parents and families, both new and returning, to feel welcome and engage as partners in their child's learning. Traditionally, we have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Leadership Expo (Open House), Family Movie Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at Leadership Assemblies each grading period. Leadership nights are offered as a way to teach parents how to use the 7 Habits at home, and we provided Habits at Home challenges as a tool to help students teach their families about the 7 Habits. The campus hosted multiple in-person events:

- Stories, STEM and Stargazing family night
- 4th Grade Musical
- Leadership Expo with Student Led Conferences
- 3-5 Grade STAAR Parent Information Night
- First Annual Family Literacy Picnic
- Toy Expo
- Awards Assemblies and Lighthouse Leader Assemblies
- Choir Concert
- Talent Show
- Mother's Day Tea (a combined event for 1-3 grades in 2022 in order to provide those grade levels that missed the event due to COVID safety protocols a rescheduled event).

Student Leadership Notebooks were consistently implemented, and are a tool to communicate the campus mission in action. While staff have ownership of the mission and beliefs, we see a need to ensure our students, parents, and community are able to connect our actions and outreach efforts to the mission and beliefs. We have also identified a gap in inducting new families to the mission and paradigms of the Leader in Me at Seven Hills.

Students are demonstrating leadership skills and taking on new roles and responsibilities through opportunities such as yearbook staff, reader leaders, morning greeters, Gym Assistants, Morning Announcement Leaders and leaders of Sharpen the Saw Clubs. A Student Lighthouse Team was established in 2017, and in 2019 membership opened to include 2nd grade students. Membership has grown from 24 to 36, and their primary responsibilities include planning and facilitating virtual leadership assemblies, preparing video announcements, engaging in shared decision making through Action Teams, and representation of the school at different events.

Parents are invited to partner in student learning. Seven Hills has engaged in a Family Book Club through One School One Book, since 2016. Every student or family is provided a copy of the novel of choice to read with their families. Activities to support each novel are sent home. Activities connect to reading comprehension as well as leadership. In the spring of 2022, the campus created a Google Site to share resources and activities for the Family Book Club. Additionally, the Family Book Club ended with a Family Literacy Picnic, Toy Expo, and STEAM Carnival. The following books have been Family Book club titles: Charlotte's Web, Adventures of a South Pole Pig, Friendship According to Humphrey, Lemonaide War, Lemonade Crime, Toys!.

Seven Hills had a new PTA Executive Board for the 2021 - 2022 school year. The PTA was very active and completed the following projects aligned with their goals:

- Tuesday Volunteer Program
- Rad Dads
- Carnival

- Mother - Son Glow Dance
- Father - Daughter Dance
- Spooky Skate
- Spirit Shop
- Teacher Luncheons
- Purchased books for Family Book Club
- Reflections

Communication is paramount to student achievement and parent engagement. Seven Hills currently uses the following platforms for communication with parents:

- Campus S'more newsletters are sent every two weeks, and have an option to be translated. Grade level teams had S'more newsletters and were expected to send a minimum of one grade level newsletter per month.

- Text messaging via School Messenger

- A campus and PTA Facebook page

- Campus Website

- Campus email and phone calls using School Messenger

- SeeSaw

- Seven Hills Google Site was created in Spring 2021.

Barriers to engagement and communication continue to be parent work schedules and language. Efforts to communicate in both Spanish and English continue to be a priority focus.

Campus data indicates the following investigations were completed during the 2021-2022 school year:

- 1 Bully Investigation
- 3 Threat Assessments
- 36 Discipline Referrals

Employee retention data for the 2021 - 2022 school year includes:

- 3 paraprofessionals resigned during the school year.
- 2 teachers retired and 6 teachers resigned

Perceptions Strengths

The following have been identified as strengths in the area of Perceptions:

- Seven Hills is a Leader in Me Lighthouse School.

- Seven Hills fosters a positive culture and climate through partnerships such as mentors and buddy classrooms.

- Seven Hills consistently implemented common Leader Expectations with the addition of a focus on the 13 Trust Behaviors. This supports consistent language, and connection of actions to expectations, ultimately promoting increased individual responsibility and reduced discipline referrals.

- Threat assessments remain at low levels, with only 3 completed in the 2021 - 2022 school year.

- There has been a reduction in bully investigations. One bully investigation was completed in the 2021 - 2022 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but are not reflected as persistent and pervasive components of campus leadership, culture, and academics. **Root Cause:** While staff may understand how to apply the 7 Habits to their own lives and understand the processes/structures in place in support the paradigms, depth of understanding how to teach these principles, paradigms, and practices to students may not. The lack of connection between "why" and "how" is resulting is skills taught in isolation, ultimately impeding consistent and effective implementation.

Problem Statement 2 (Prioritized): New staff, students and families do not have a deep understanding of and the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. The opportunity to establish trust with new staff, students and families has been limited. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage at/with the campus continued to be limited during the 2021 - 2022 school year due to COVID safety protocols.

Problem Statement 3 (Prioritized): The world we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and world. **Root Cause:** Student academic and social-emotional health/wellness continues to be impacted by the global pandemic, social issues and school safety concerns. As a result, staff are being required to expand their skill set to meet the diverse needs of students and families. Specifically, staff need continuous learning on SEL strategies, culturally responsive practices and school safety.

Priority Problem Statements

Problem Statement 4: Staff and student attendance impacts growth and achievement. The global pandemic continued to negatively impact staff and student attendance rates in 2021 - 2022.

Root Cause 4: Response to COVID-19 safety protocols and recovery from the global pandemic created inconsistent attendance patterns and ultimately reduced the sence of urgency, desire and perceptions about the value and importance of school among families. Staff required to quarantine lost valuable isntructional time with students.

Problem Statement 4 Areas: Demographics

Problem Statement 2: Not all students are demonstrating literacy proficiency. While students are demonstrating growth, not all are meeting end of year expectations. The campus continues to perform below the district in all areas on literacy based assessments & state accountability measures. The achievement gap in White, Hispanic, ED & EB/EL student groups continues to be a priority focus.

Root Cause 2: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, attrition /rapid growth negatively impact teacher deep understanding of the curriculum and the ability to establish model classrooms.

Problem Statement 2 Areas: Student Learning

Problem Statement 10: A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in our post pandemic and rapid growth community.

Root Cause 10: Not all families have access to &/or the background knowledge necessary to support the instructional needs of students at home & school to help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations, & steps necessary to close existing gaps. Rapid growth & the pandemic created barriers to parent engagement

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 7: A foundational understanding and systematic implementation of the paradigms/practices related to the Leader in Me are present, but are not reflected as persistent and pervasive components of campus leadership, culture, and academics.

Root Cause 7: While staff may understand how to apply the 7 Habits to their own lives and understand the processes/structures in place in support the paradigms, depth of understanding how to teach these principles, paradigms, and practices to students may not. The lack of connection between "why" and "how" is resulting is skills taught in isolation, ultimately impeding consistent and effective implementation.

Problem Statement 7 Areas: Perceptions

Problem Statement 5: New staff, students and families do not have a deep understanding of and the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. The opportunity to establish trust with new staff, students and families has been limited.

Root Cause 5: Seven Hills has experienced rapid growth and opportunities to engage at/with the campus continued to be limited during the 2021 - 2022 school year due to COVID safety protocols.

Problem Statement 5 Areas: Demographics - Perceptions

Problem Statement 9: All students do not have equitable access to educational opportunity.

Root Cause 9: Evidence about equity in access to tangible and intangible resources impacted student engagement, opportunity for intervention and extension, SEL support, and home-school relationships. Additionally, Seven Hills continues to experience high rates of student mobility and rapid growth. Seven Hills experienced a 14.3% increase in student enrollment during the 2021 - 2022 school year.

Problem Statement 9 Areas: Demographics

Problem Statement 1: The campus has not met growth progress measures on state assessments for White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learner student groups, and we continue to achieve a "C" accountability rating.

Root Cause 1: Common campus strategies for test taking and consistent practice opportunities are inconsistently implemented. Depth of understanding of the standards in math and literacy lacks consistency and instructional bottom lines are not implemented with fidelity. Accountability systems lack systematic and systemic implementation.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: The current campus model to support new and induction year staff is not adequately developed and does not sufficiently support leadership and instructional growth.

Root Cause 8: Rapid growth has resulted in a significant increase in new staff with limited to no depth in understanding campus/district systems, routines & processes. All new staff need to learn about the NISD Instructional Framework, the NISD curriculum, The Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 6: The world we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and world.

Root Cause 6: Student academic and social-emotional health/wellness continues to be impacted by the global pandemic, social issues and school safety concerns. As a result, staff are being required to expand their skill set to meet the diverse needs of students and families. Specifically, staff need continuous learning on SEL strategies, culturally responsive practices and school safety.

Problem Statement 6 Areas: Demographics - Perceptions

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not pervasive across the campus.

Root Cause 3: Teacher retention and rapid growth has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards. Only ten current staff members participated in the Teachers College Literacy Lab Site.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Seven Hills will place an emphasis on literacy (listening, speaking, reading and writing) across all grade levels and content areas to reach 90% of students reading on or above grade level by the end of the year.

Evaluation Data Sources: DRA2, MAP Growth, MAP Skills, iReady, Imagine Learning, Writing Benchmarks, Reading Benchmarks, CBAs, team and student Wildly Important Goals

Strategy 1 Details	Reviews			
Strategy 1: Literacy will be pervasive throughout all content area instruction. A common approach to content literacy instruction will continue to be fully developed, including using the interactive read aloud model across content areas to promote deep comprehension and vocabulary development, the opportunity for written expression/response in all content areas, and the use of models such as the Think Along Plan in 2nd - 5th grade ELAR, Social Studies and Science content area instruction. **Strategy's Expected Result/Impact:** Increase reading proficiency and student achievement with the successful transfer of literacy skills (listening, speaking, reading, and writing) across the disciplines. Create a literacy rich learning environment. Deepen teacher understanding and capabilities with content literacy, vocabulary instruction, the interactive read aloud and Think Along instructional models. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academics Leadership Action Team Title I Interventionist, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all students are demonstrating literacy proficiency. While students are demonstrating growth, not all are meeting end of year expectations. The campus continues to perform below the district in all areas on literacy based assessments & state accountability measures. The achievement gap in White, Hispanic, ED & EB/EL student groups continues to be a priority focus. **Root Cause**: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, attrition /rapid growth negatively impact teacher deep understanding of the curriculum and the ability to establish model classrooms.

Student Learning

Problem Statement 2: The campus has not met growth progress measures on state assessments for White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learner student groups, and we continue to achieve a "C" accountability rating. **Root Cause**: Common campus strategies for test taking and consistent practice opportunities are inconsistently implemented. Depth of understanding of the standards in math and literacy lacks consistency and instructional bottom lines are not implemented with fidelity. Accountability systems lack systematic and systemic implementation.

Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not pervasive across the campus. **Root Cause**: Teacher retention and rapid growth has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards. Only ten current staff members participated in the Teachers College Literacy Lab Site.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Seven Hills will place an emphasis on Tier I instructional design and delivery in order to improve academic achievement of all students. We will establish common, data-driven Tier I instructional practices in order to scaffold and extend learning to provide equitable access to instruction and meet the needs of all students. We will increase the number of students approaching standard on local and state assessments by 15% or greater.

> **Evaluation Data Sources:** DRA2, MAP Skills, MAP Growth, Imagine Learning, TEKs Checks, CBAs, Benchmarks, 2023 STAAR, Teacher Lesson Plans, PLC Cycle Agendas and Plans, Backward Design Planning Documents, Learning Targets

Strategy 1 Details	Reviews			
Strategy 1: Seven Hills will continue to implement, intentionally schedule and develop teacher capabilities within a PLC Learning Cycle to engage in professional learning, examine student work, respond to student performance data, and engage in backward design. Extended PLCs will include quarterly data reviews as a progress monitoring accountability measure.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All relevant stakeholders will have a clear picture of student progress and priority standards based on data. Teachers will develop a deeper understanding of how to read, interpret and use relevant data, Teachers will have a common understanding of best instructional practices, campus instructional bottom lines, and the NISD curriculum. Instruction and instructional tasks will be aligned to the needs of the students. Increased achievement in all student groups with a focus on White, Hispanic, Economically Disadvantaged, and Emergent Bilingual/English Learner student groups. Teachers will increase self and collective efficacy. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title I Interventionist, NISD Instructional Coaches, Interventionists, Teachers **Title I:** 2.4, 2.6 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 2 Details		Reviews			
Strategy 2: Seven Hills will engage staff in job-embedded professional learning to support the planning and delivery of Tier I instruction. We will engage in backward design to identify high leverage, frequently tested, and low performing standards. We will learn how to craft and implement meaningful learning targets based on the rigor, language, and success criteria of the standard. We will use learning targets as a tool to engage students in learning and self-assessment.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Consistent levels of students meeting standard on targeted TEKS. Common language and consistent practices around Tier 1 planning, instruction, and intervention established. By consistently using data to drive and plan instruction, teachers will be empowered to make decisions based on individual student need (Rockin' Review sessions, small group instruction, Tier 1 reteach). Students will be active participants in goal setting and progress monitoring within a lesson cycle. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title I Interventionist, NISD Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy**					

Strategy 3 Details		Reviews			
Strategy 3: Seven Hills will leverage the campus developed Bottom Lines (for instruction, leadership and learning environment) and NISD Instructional Framework to guide instructional planning, delivery, structures, and routines in Literacy and Math. A multi-tiered feedback cycle will be implemented to support professional growth and promote vertical alignment. The Principal, Assistant Principal and Title I Interventionist will use NISD Learning Teams feedback tools to guide feedback and coaching cycles with teachers. The campus will engage in instructional rounds using the campus bottom lines as a tool for self-reflection, collaboration and accountability.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will develop a common language and deep understanding of best practices and content standards. Instruction and instructional tasks will be vertically aligned to best practices and the standards. Increased rigor and cognitive demand in student tasks. Remove barriers to student achievement that exist because of lack of clarity and inconsistent instructional practices and vocabulary. Increase student achievement in all student groups with a focus on White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learners. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Action Teams, Title I Interventionist, NISD Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2					

Strategy 4 Details	Reviews			
Strategy 4: Seven Hills will continue to implement a structure for the spiral review, assessing and progress monitoring of high priority/leverage TEKs (identified in longitudinal campus data and aligned with Lead4Ward priority standards) in 3rd - 5th grades (TEKS Checks).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of the standards in Reading and Math. Instruction and intervention will be aligned to the standards, ultimately closing gaps in student understanding and promoting mastery. Students will have increased exposure to and practice with the test taking genre and online assessments. Consistent test taking strategies (including, but not limited to annotation) taught and implemented campus wide. Increased student achievement on formative and summative assessments in all student groups with a focus on White, Hispanic, Economically Disadvantaged, and Emergent Bilingual/English Learners. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title I Intervention, NISD Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 5 Details	Reviews			
Strategy 5: Seven Hills will leverage small group instruction as an instructional model to meet the individual needs of students. We will use data to prioritize student groups and implement the Student Teacher Action Tool (STAT Form) as a structure and system for planning of individual student group instruction. Data dives that support this level of planning will be a part of PLC and Extended PLC agendas. Teachers will be provided professional development in order to best match the appropriate small group structure to the specific needs of the learner.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will have a clear picture of student growth progress and proficiency around priority standards based on relevant data. Small group instruction will be intentionally planned based on the needs of the students, teachers will continue to develop deeper understanding of different types of small group arrangements, and will be able to appropriately match the type of small group for all students with a focus on White, Hispanic, Economically Disadvantaged, and Emergent Bilingual/English Learners. Targeted support and intervention for students identified as needing tutorials and/or intervention (Tier 2, Tier 3, and HB4545). **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title I Interventionist, Intervention Team, Teachers **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Not all students are demonstrating literacy proficiency. While students are demonstrating growth, not all are meeting end of year expectations. The campus continues to perform below the district in all areas on literacy based assessments & state accountability measures. The achievement gap in White, Hispanic, ED & EB/EL student groups continues to be a priority focus. **Root Cause**: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, attrition /rapid growth negatively impact teacher deep understanding of the curriculum and the ability to establish model classrooms.
Problem Statement 2: The campus has not met growth progress measures on state assessments for White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learner student groups, and we continue to achieve a "C" accountability rating. **Root Cause**: Common campus strategies for test taking and consistent practice opportunities are inconsistently implemented. Depth of understanding of the standards in math and literacy lacks consistency and instructional bottom lines are not implemented with fidelity. Accountability systems lack systematic and systemic implementation.
Problem Statement 3: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not pervasive across the campus. **Root Cause**: Teacher retention and rapid growth has resulted in a wide range of knowledge and experience related to best instructional practices, content knowledge, and understanding of the rigor and success criteria for grade level standards. Only ten current staff members participated in the Teachers College Literacy Lab Site.
School Processes & Programs
Problem Statement 2: The current campus model to support new and induction year staff is not adequately developed and does not sufficiently support leadership and instructional growth. **Root Cause**: Rapid growth has resulted in a significant increase in new staff with limited to no depth in understanding campus/district systems, routines & processes. All new staff need to learn about the NISD Instructional Framework, the NISD curriculum, The Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Seven Hills will continue to foster a culture of leadership and learning in pursuit of increased academic and social-emotional learning achievement.

> **Evaluation Data Sources:** Student, Staff and Community Feedback/Surveys; Leader in Me MRA Data, Leadership Notebooks/Portfolios, Leadership Curriculum Scope and Sequence

Strategy 1 Details	Reviews			
Strategy 1: Seven Hills will continue to use the 4 Disciplines of Execution framework to set academic goals for the campus, grade level teams, classrooms, staff and students. We will regularly monitor growth and progress based on student achievement data. Progress will be communicated on public and private scoreboards, as well as in student Leadership Notebooks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
All instructional staff will participate in a "4DX for Educators" book study during the fall semester , and complete the Academics 2 Impact Journey with the Leader in Me in August, November and January.				
Strategy's Expected Result/Impact: Staff and students will have a shared understanding and common language around the 4 Disciplines of Execution framework and be able to successfully implement the framework. Increase student growth and proficiency as evidenced by student assessment data. Increased student ownership of learning. Closing achievement gaps in low performing student groups. Development of teacher leaders through book study facilitation.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Leadership Action Teams, Teachers				
Title I: 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Seven HIlls will provide students with opportunities within and beyond the school day to find their voice and develop personal leadership skills through involvement in academic, enrichment, and social-emotional learning activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Provide opportunities for shared leadership and student voice to be heard, yielding an increase in student-led initiatives, programs, and activities. Increase student participation in activities such as Friday Assemblies/"Hills Huddle", Yearbook Staff, UIL, Destination Imagination, Student Lighthouse, Choir, Art Club, Library Leaders, etc. Provide opportunity for student voice and choice in Sharpen the Saw Clubs. Increase campus -wide student Leadership Role opportunities. Increase student attendance and decrease student discipline referrals/threat assessments. Intentionally recognize and celebrate greatness and achievement. Complete at least two campus - wide service learning projects. Improve Leader in Me MRA results and achieve LIM Lighthouse recertification. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Student Lighthouse Team Facilitators, Leadership Action Teams, Teachers, PTA **Title I:** 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: New staff, students and families do not have a deep understanding of and the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. The opportunity to establish trust with new staff, students and families has been limited. **Root Cause**: Seven Hills has experienced rapid growth and opportunities to engage at/with the campus continued to be limited during the 2021 - 2022 school year due to COVID safety protocols.

Student Learning
Problem Statement 1: Not all students are demonstrating literacy proficiency. While students are demonstrating growth, not all are meeting end of year expectations. The campus continues to perform below the district in all areas on literacy based assessments & state accountability measures. The achievement gap in White, Hispanic, ED & EB/EL student groups continues to be a priority focus. **Root Cause**: Students enter school with a variety of literacy exposure/language development/prerequisite skills. While an intense focus on literacy instruction has provided a common language, expectations, structures & routines, attrition /rapid growth negatively impact teacher deep understanding of the curriculum and the ability to establish model classrooms.
Problem Statement 2: The campus has not met growth progress measures on state assessments for White, Hispanic, Economically Disadvantaged and Emergent Bilingual/English Learner student groups, and we continue to achieve a "C" accountability rating. **Root Cause**: Common campus strategies for test taking and consistent practice opportunities are inconsistently implemented. Depth of understanding of the standards in math and literacy lacks consistency and instructional bottom lines are not implemented with fidelity. Accountability systems lack systematic and systemic implementation.

School Processes & Programs
Problem Statement 2: The current campus model to support new and induction year staff is not adequately developed and does not sufficiently support leadership and instructional growth. **Root Cause**: Rapid growth has resulted in a significant increase in new staff with limited to no depth in understanding campus/district systems, routines & processes. All new staff need to learn about the NISD Instructional Framework, the NISD curriculum, The Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Perceptions
Problem Statement 2: New staff, students and families do not have a deep understanding of and the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. The opportunity to establish trust with new staff, students and families has been limited. **Root Cause**: Seven Hills has experienced rapid growth and opportunities to engage at/with the campus continued to be limited during the 2021 - 2022 school year due to COVID safety protocols.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Seven Hills will create a culture that promotes leadership development and teacher growth and efficacy in pursuit of a highly motivated staff, a healthy and culturally responsive learning environment, and high quality instruction.

Evaluation Data Sources: Leadership Action Team Meeting Agendas and minutes, Professional Learning Plans, Team Performance Curve Analysis Data, Staff Feedback and Reflection, Leader in Me MRA Data

Strategy 1 Details	Reviews			
Strategy 1: Seven Hills will support induction year and new teachers. We will provide opportunities to participate in professional development focused on the NISD Instructional Framework and Campus Bottom Lines (instruction, environment, leadership). We will provide opportunities to observe in master teacher classrooms and engage in coaching and feedback cycles. The campus calendar will reflect professional learning and mentor meeting dates for new teachers. New Kindergarten - 3rd Grade and SPED teachers will complete the Reading Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved teacher confidence, self-efficacy and capabilities with instructional planning and delivery by the end of the year. Sense of teacher collective efficacy within grade level teams and with mentors/buddies. Improve teacher retention rates from 2021 - 2022 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentor Coordinator, Title I Interventionist, Mentor and Buddy Teachers, NISD Curriculum Coaches **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Seven Hills will provide opportunities for all staff to participate in job-embedded, tightly aligned professional learning to support high quality instruction and the campus instructional focus. We will study cultural competency, addressing equity in education through a continued study of the LIM Equity in Education Impact Journey and "Unconscious Bias" book study.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff awareness and support of the diverse campus and community. High functioning PLCs. Common language and understanding of best instructional practices and NISD curriculum. Deeper understanding of high leverage, high priority standards, student success criteria, and how to craft a meaningful, rigorous, and relevant learning target. Increase teacher collaboration, develop a culture of high trust, and celebrate teacher growth and achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title I Interventionist, Interventionists, NISD Instructional Coaches, Leadership Action Team, Staff **Title I:** 2.4 - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Seven HIlls will provide opportunities for all staff to participate in leadership development. All new staff will complete a self-paced, online 7 Habits of Highly Effective People and Leader in Me Core 1 professional learning course through the Leader in Me. Returning staff can choose to complete these courses as a review. All staff have the opportunity to complete a "Change Starts With Me" self-paced professional learning choice board. The campus will participate in three Leader in Me coaching days throughout the year. The Leadership Action Team Facilitators will participate in two LIM Community Coaching Days throughout the year. All staff will be provided "booster" professional learning through Win-Win Wednesday sessions, 7 Habits in 7 Minutes sessions, and in weekly campus communication. Leadership professional learning will focus on characteristics of leadership, the 7 Habits of Highly Effective People, 4 Cores of Credibility, 13 Trust Behaviors, and the NISD SEL Framework. **Strategy's Expected Result/Impact:** Personal growth and development as social-emotional learners. Deeper understanding and application of the 7 Habits, 13 Trust Behaviors, and the components of the NISD SEL Framework. Improved campus culture and ability to respond to a variety of needs as a result of the global pandemic and rapid growth in our community. Continued support of student-led learning and empowerment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Leadership Action Teams, Staff **Title I:** 2.5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✖ Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: All Seven Hills staff, parents and community members will be provided varied opportunities to participate as stakeholders in campus activities that promote social emotional learning and student growth and achievement.

Evaluation Data Sources: Surveys, Leader in Me MRA Data, Mentor Program Rosters, Program Participation Rates, Virtual Programs and Activities Created, Volunteer Logs

Strategy 1 Details	Reviews			
Strategy 1: Seven Hills will continue to redefine family engagement to foster family and community partnerships for leadership development and academic achievement. Home-school connections will be offered in a variety of platforms throughout the year in alignment with campus goals and campus leadership scope and sequence. Opportunities include, but are not limited to: Quick Car Chats, Family Mission Night, 2 Family Leadership Nights, Stakeholder Dinners, Extended Learning Opportunities (ELOs), and Student-Led Conferences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Engage parents in the work of the school. Increase partnerships between the home and school, ultimately communicating the value and importance of school and social-emotional health and wellness. Increase parent knowledge of the Leader in Me and leadership development, extending the 7 Habits as a tool to support families. Provide parents with tools needed to support academic achievement at home. Increase attendance at events such as: Curriculum Night, Leadership Nights, PTA Community Events, etc. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Leadership Action Teams, 7 Habits if Healthy Families Trainers, Student Lighthouse Team **Title I:** 2.5, 4.1, 4.2 - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: In partnership with Communities in Schools, Seven Hills will provide adult mentors for students to promote leadership development and meet the individual needs (social-emotional and academic) of learners. Mentor programs will include monthly and weekly schedules, virtual opportunities, and will engage mentors from community partners and local leaders.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase student attendance. Reduce discipline referrals and develop academic, self-awareness, self-management and leadership skills. **Staff Responsible for Monitoring:** CIS, Counselor **Title I:** 2.4, 2.5, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Addendums

SEVEN HILLS ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals

Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their
definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

Increase percentage of students approaching standard by 15% on assessments (campus, district, and state) from 2021-2022 assessment scores by the end of the 2022 - 2023 school year.

Problem of Practice	
(Instructional challenge we need to improve in order to meet our goal(s)	

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Multiple data points (DRA, TEKS Checks, and MAP) indicate positive student growth and mastery trends across grade levels and content areas, however growth and proficiency do not always align. We have been focused on growing students in silos. We have set goals based on growth from BOY to EOY, which provides multiple opportunities for celebration with growth. However, the proficiency and achievement growth is limited, despite growth from BOY to EOY being evident.

Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not pervasive across the campus.

While tightly aligned systems and structures exist to support Tier I instruction, they are not all consistently implemented across the campus.

Students enter school with a variety of literacy exposure, language development, and prerequisite skills.

We will plan and deliver high quality Tier 1 instruction and intervention across content areas and grade levels in order to ensure all students meet proficiency expectations.

Theory of Action	
(Anchored in the NISD Instructional Framework)	
We are Map Makers	**If we,** Engage in backward design to identify high leverage, frequently tested, and low performing standards

and Meaning Makers.

And if we,

Create and consistently implement a

These layers to our map will

system/structure to unpack standards for clarity of

help us improve our

Instructional Challenge

(POP) this year:

the rigor, language, and success criteria of the

standard

And if we,

Learn how to craft and implement meaningful
learning targets based on information outlined

above

Full implementation of learning targets includes: ●
Posted in the classroom
- ● Success criteria and academic vocabulary
included
- ● Referenced by teachers and students
throughout the lesson cycle
- ● Used to determine student mastery on given
standard (self/formative assessment)

**Then these are the changes we expect to see
in ourselves and our students:**

- ● Consistent levels of students meeting standard
on targeted TEKS
- ● Common language and consistent practices
around Tier 1 planning, instruction, and
intervention
  - ○ By consistently using data to drive and
plan instruction, teachers will be
empowered to make decisions based on
individual student need (Rockin' Review
sessions, small group instruction, Tier 1
reteach)
- ● Students will be active participants in goal
setting and progress monitoring

ACTION PLAN
As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

● As map makers and meaning makers, what map layers are important to consider as you put your Theory ofAction into practice?

● What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?

● What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?

● Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?

● How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Continue to use backward design tools implemented during 2021 - 2022 school year to ensure all teachers are aware of and acting on high priority standards	Classroom Teachers Admin Coaches	August Ongoing based on adjustments to curriculum and assessment calendars	Completed backward design templates Teacher lesson plans reflective of backward design

Create a PLC/Extended PLC schedule aligned with district assessments to allow teachers an opportunity to dive into assessment data	Classroom Teachers Admin Coaches	August Ongoing based on adjustments to curriculum and assessment calendars	Lag Measure/TEKS Check Data Adjustments made to instruction to meet the needs identified in the data
Planned professional learning opportunities during PLCs and campus PD focused on how to unpack a standard	Classroom Teachers Admin Coaches	Fall 2022	Completed templates Instruction reflective of rigor and depth of standard Adjust TEKS Checks scope (3-5)
Planned professional learning opportunities during PLCs and campus PD focused on how to craft and implement learning targets	Classroom Teachers Admin Coaches	Spring 2022	Learning targets posted Reference and used as a learning tool by students and teachers

Northwest Independent School District

Thompson Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

J.C. Thompson Elementary School Mission

J.C. Thompson Elementary, together with families and community, will provide a positive learning environment where students engage in impactful learning opportunities, preparing them for success in an ever-changing world.

Vision

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

J.C. Thompson Elementary School Vision

Empowered to learn, motivated to lead!

Core Beliefs

Northwest ISD and Thompson Elementary Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
48%	28%	17%	4%	3%	37%	17%	6%	23%	2%	6%	41%	35%	0

J.C. Thompson Elementary, opened in 2011, is currently home to 820 students. We reflect a diverse and dynamic campus. Our number of students from Economically Disadvantaged families receiving free or reduced lunch continues to increase, this year by another 7% to 37% this year. We serve 17% of our student body with Special Education services and 23% of our students are served as students with characteristics of dyslexia. We serve 35% of our students in MTSS. Our student attrition rate is 18.9%. 42% of our students are at-risk. Our school population is continuing to grow rapidly. Construction on dozens of homes in our attendance zone continues.

Demographics Strengths

J.C. Thompson Elementary is home to 40 general education classroom teachers, 5 special education teachers (resource/inclusion and SLC), 4 electives teachers (Art, Music, and P.E.) and 2 Fine Arts paraprofessionals , 2 Dyslexia teachers, 2.5 intervention support (Intervention Specialist) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 6 special education paraprofessionals (3 in SLC and 3 in resource/inclusion), and 1 paraprofessional in PreK. We have 1 principal, 2 assistant principals, 1 office manager, 2 counselors, 1 nurse, and 3 paraprofessionals serving as office receptionist, attendance clerk and campus office assistant. We also have a full-time diagnostician on our campus and a 1/2 time ARD facilitator. We have 8 support staff shared with other campuses to serve our special education population including speech pathologist and speech assistant, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. Our average years of experience is 8.9 and 44% of our teachers have 5 years experience or less compared with 30% at the district level (data source: 2020-2021 TAPR). This staff supports an increase of nearly 400 students over the past 10 years with a consistently high rate of mobility, most recently 12.9% (4% higher than the district average) and high student attrition at 25.7% (11% higher than the district average) (data source:

20-21 TAPR).

The teacher retention rate on our campus has been consistent. Our staff has added 19 classroom teachers, a new librarian and a 1/2 intervention positions, and 7 of the positions were growth positions. On our new roster 9 are first year teachers (1 being a former paraprofessional), 1 experienced teacher comes from another NISD campus, and 9 experienced teachers come from other Texas districts including Keller, Irving, Spring, Grand Prairie, Denton, Lake Worth, and represent 3 different charter schools. Two of our new staff bring experience from out of state.- Utah and Pennsylvania.This allows us to bring in new ideas and keep our collaboration fresh and inspired. Four of our teachers are serving as curriculum writers and 9 teachers provide professional development at the campus levels and district levels. Our most recent teacher and parent surveys indicate a positive culture is actively growing at Thompson. Parents indicate 98% feel welcome at our school, 90% of our students are excited to come to school, and 98% feel the principal is leading the school to excellence.

We are in the 10th full year implementation of our T.R.A.I.L. Guide developed with our Standards for Behavior committee to develop common student expectations. Students and staff are recognized for positive choices with our Blazer Brags. We are currently examining our PBIS and SEL supports, especailly in response to the needs in education for students and staff due to the pandemic. We are bringing in the Ron Clark Academy House System this year to strengthen school culture and the sense of belonging for our new and returning students.

As a 11-year-old campus, J.C. Thompson recognizes our family and community involvement as a celebration. The gains we have experienced in attendance at our community events in the past were an incredible source of pride. Our Parent Teacher Association had grown in numbers every year. We have provided a number of opportunities for families to get involved on campus from Trailblazer (Curriculum) Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our nine week student celebrations. In the past we have hosted school events like the Daddy Daughter Dance, movie nights, Mother-Son Night, etc. and we are excited to reenergize our calendar this year without COVID-cautionary restrictions in place. We have increased our number of extracurricular opportunities for students and had a record high number of Destination Imagination groups last year, even in the middle of a pandemic. We hope to bring back our community events this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our demographics are continually changing as a fast growth school. As our demographics continually change, we need to be sure we are adapting to each child's needs. Our percentage of students from economically disadvantaged homes continues to climb, at 37% this year. We must be prepared to respond to the needs of our students and community in an equitable, culturally responsive manner. **Root Cause:** As a growing campus, we must continue to strive to meet the needs of diverse learners and their families. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.

Problem Statement 2 (Prioritized): As a staff, we have a less experienced staff than other schools. 44% of our teachers have 5 years experience or less compared with 30% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. All teachers' SEL needs are apparent and must be considered in our approach. **Root Cause:** As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs. The pandemic has cause unprecedented opportunities and hardships on teachers.

Problem Statement 3 (Prioritized): The world that we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and our world. Many students' SEL skills keep them from performing at their highest potential. Our school is experiencing both increases in discipline and escalated behaviors and an increase in mental health concerns unrelated to discipline. **Root Cause:** Student academic and social emotional growth has been impacted by the COVID-19

pandemic, school closures and national events. Additionally, staff are being required to expand their skill sets to meet the needs of students in a digital world requiring us to lean on technology in more meaningful ways than ever.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 3rd Grade Reading	2022 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2021 4th Grade Reading	2022 4th Grade Reading	2021 4th Grade Math	2022 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2021 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science
% Approaches	52%	75%	46%	59%	66%	66%	59%	48%	71%	79%	55%	65%	63%

We saw significant increases in our STAAR passing rates in 3rd and 5th grade, and in 4th grade we maintained. In math, our scores decreased by 11% in 4th grade and we saw increases in both 3rd and 5th. We attribute some of the loss in math to inconsistent learning opportunties over the past two years due to COVID absences in students and staff, leading to gaps created that will take time and intention to fill. The impact on math has been much more noticable in our upper grades than the impact on reading has been.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	79%	60%	69%	62%	77%	87%
% Met Growth Projection	73%	78%	81%	62%	92%	90%

Our students' growth data continues to be strong. We had 5% more of our students in Kinder, 2nd hit their growth target when compared with the district. In 4th, 23% more of our students met their growth goal and in 5th, 9% more students met their end of year progress goal. In 1st grade we were at the district average and if 3rd grade our students were 17% below the district average. While many of our students come in significantly below grade level as readers, our teachers alongside coaches and interventionists are able to provide instruction that leads to incredible growth. For many students, they need more than a year's growth and our on/above level data continues to lag in our primary grades.

(MAP Growth Data)

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	NA	NA	14.8	15	10.4	13	7.8	10
Math	NA	NA	13.5	15	11.6	13	9.9	9

With growth measures in MAP our students exceeded expected growth in all three grade for reading and in 2 of 3 grades for math. In 5th grade math, students did not meet their expected growth. MAP data continues to be increasingly important as we learn more about growth measures and what areas of focus our students need.

Student Learning Strengths

2022 STAAR Data (comparison with 2021)

	Overall Passing	DNM	App	Meets	Masters
3rd Grade					
Reading					
2021	52	48	52	28	10
2022	75	25	75	43	27
Math					
2021	46	54	46	19	7
2022	59	41	59	28	14
	Overall Passing	DNM	App	Meets	Masters
4th Grade					
Reading					
2021	66	34	66	33	16
2022	66	34	66	42	22
Math					
2021	59	41	59	38	18
2022	48	52	48	20	9
	Overall Passing	DNM	App	Meets	Masters
5th Grade					
Reading					
2021	71	29	71	42	27
2022	79	21	79	50	33
Math					

	Overall Passing	DNM	App	Meets	Masters
2021	55	45	55	33	14
2022	65	35	65	26	9
Science					
2021	67	33	67	33	10
2022	63	37	63	31	13

In 2021 and 2022, we were considered a targeted support school based on our scores. The student groups targeted are white students, economically disadvantaged students, and special education students. In 2021, students took the STAAR test but no school accountability was connected to the scores and campuses were not rated. In 2022, our Accountability Rating is Not Rated.

We have several teachers on campus involved in curriculum writing and presenting staff development at campus, district, and state levels. This indicates a core group of people are working on campus with a deep level of understanding of our curriculum. Over the past two years we have seen growth in Masters scores on 5 out of 7 STAAR administrations and in Approaches and Meets on 4 out of 7 STAAR administrations.

We have increased our number of students in our Gifted and Talented program per capita each year. Our GATES students involve classmates in cross-curricular experiences.

When comparing STAAR scores over a two year period, we has been seeing many gains in approaches all content areas, and will continue to address inconsistencies. We saw growth in almost every measure for passing and masters, however in 2022 our 4th grade scores suffered. The strength is noted in that our focus on cognitive demand has been part of our journey to higher student achievement and we have been working on the right things with our Big 3 - academic discussion, with peer dialogue, around the learning taks, Depth and Complexity to increase level of thinking, and high llevel questioning and use of academic vocabulary to deepen understanding.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At the end of the 21-22 school year, many of our K-5 readers were reading below district average on text level but comparatively in most grades at district average in year's growth. In different grades, students in white, AA, ECD, SE, at risk and ELL student groups are underperforming compared to their district peers. **Root Cause:** Many students need more than a year's growth to become on-level readers. This academic loss to our readers may be even greater after the pandemic and the uncertainty of the past 2 years as well as with our fast growth and high mobility. Students are not learning at a level or at a pace where they can transfer skills and knowledge gained daily to formal assessments.

Problem Statement 2 (Prioritized): In 21-22, our Reading STAAR passing rate increased in 3rd and 5th grade reading and maintained in 4th grade. On Math STAAR , passing rate increased in 3rd grade, but decreased in both 4th and 5th. We saw increases in Meets scores on 4 tests and Masters scores on 5 of 7 tests, but did not reach our 10% increase goal in Reading or Math on 6 of 7 tests. **Root Cause:** Students are not learning at a deep level where they can internalize and transfer skills and knowledge to perform at higher levels on assessments.

School Processes & Programs

School Processes & Programs Summary

Our professional learning is focused and over time has become targeted on three core instructional best practices that we call our "Big 3" to match the components of the ICLE Rigor Rubric - thoughtful work, high level questioning, and academic discussions. The Big 3 focus on our and guide our feedback to staff and students.

We have weekly Thompson Time in order to designate time for professional learning as a school group, as teams and as individuals committed to our profession. The purpose is to retain and grow our professional groups. We have weekly PLCS for our grade levels, sometimes hosted by the team leader and sometimes by administration or C&I coaches. We have TACKLE, our instructional leadership team, which meets bi-weekly to discuss, modify, and analyze campue successes and challenges. We also have LOL, our organizational leadership team, in place to ensure smooth operations and procedures. We have daily Trailblazer Time, structured by each grade level, to meet the varied needs of students based on data, incuding the needs of our students under HB 4545.

We have several components in place for staff recognition such as group or team luncheons, above and beyond recognition's, birthday recognition, spirit events, and Blazer Brags for above and beyond assistance. We also recognize instructional efforts where we share the success of others.

We are in the 9th full year implementation of our T.R.A.I.L. Guide developed with our Standards for Behavior committee to develop common student expectations. Students and staff are recognized for positive choices with our Blazer Brags.

As a 10- year-old campus, J.C. Thompson recognizes our family and community involvement as a celebration. The gains we have experienced in attendance at our community events is an incredible source of pride. Prior to the pandemic, our Parent Teacher Association has grown in numbers every year. We provided a number of opportunities for families to get involved on campus from Trailblazer (Curriculum) Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our six week student celebrations. We also hosted school events like the Daddy Daughter Dance, movie nights, Mother-Son Night, etc. We have increased our number of extracurricular opportunities for students and had a record high number of Destination Imagination groups last year. Our hope is to regain our sense of community by bringing back and/or adapting and improving the experiences we offer.

Our most recent parent survey indicates a positive culture is actively growing at Thompson. Parents indicate 98% feel welcome at our school, 90% of our students are excited to come to school, and 98% feel the principal is leading the school to excellence. On the most recent Enegage survey, JCT staff scored in the green on supervisor helps me learn and grow, supervisor cares about concerns, supervisor makes it easier to do my job well. and informed about decisions in NISD. The biggest concern noted was NISD meetings make good use of my time and feeling genuinely appreciated.

School Processes & Programs Strengths

Our most recent teacher and parent surveys indicate a positive culture is actively growing at Thompson.Every 1st and 2nd year teacher has a

mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.

Our teachers participate actively on several committees to support students and each other. The JCT Spirit Committee, Veterans Day Committee, School and Community Events Committee, Service Learning Committee, and Thompson Time Committee. As we move into the next part of the school year and COVID restrictions change, we will reexamine our committees to determine our next best steps.

All professional staff are highly qualified. All professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.

All staff participate in our campus professional learning community to support students and teachers in their growth. Staff also participate in district learning opportunities.

Our staff and student body believes in our creed. "At JCT, we take care of ourselves, we take care of each other, and we take care of this place." We have added the Ron Clark house system to our building this year to increase the sense of community and belonging. It has been well-received.

We added Trailblazxer Time (intervention/enrichment/SEL time) 4 years ago and use our DDI process to inform our targeted instruction during Trailblazer Time. We will also be using the results from our Satchel Pulse SEL survey to guide our SEL approach. and restructured our Thompson Time (staff PD) to our structures to improve our collaborative opportunities and provide targeted opportunities for student prorgress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our 2022 Energage data indicates that while teachers feel they part of something meaningful, they don't have opportunities to learn and grow. We need to be sure that the ways we are working and collaborating lead to professional growth and increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. **Root Cause:** Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of making significant progress towards our campus goals.

Problem Statement 2 (Prioritized): We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps that resulted from the pandemic as well as the equity in instruction and access to quality instruction for all learners. **Root Cause:** PLCs have not focused on rigorous instruction to the extent needed to increase the instructional skill level of each teacher. Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.

Perceptions

Perceptions Summary

Our collaborative school culture puts an emphasis on the power of teamwork and the power of developing professional learning communities at grade levels, department levels, campus and district levels. The desire to learn with and through each other is evident on our campus.

On the most recent Energage survey, JCT staff scored in the green on supervisor helps me learn and grow, supervisor cares about concerns, supervisor makes it easier to do my job well and informed about decisions in NISD. Some of the biggest concerns noted was NISD feeling genuinely appreciated and opportunity to grow. Other significant concerns are teachers' low response to feeling like they are part of something meaninful and working at full potential.

On the most recent parent survey, parents indicate a positive culture is actively growing at Thompson. Parents indicate 98% feel welcome at our school, 90% of our students are excited to come to school, and 98% feel the principal is leading the school to excellence.

We have continued to implement the structural changes we made for professional learning in the past couple of school years and improve upon them each year. The structures keep teacher learning and student success at the forefront.

Perceptions Strengths

Our TRAIL Guide has been a campus-wide support in providing a common language for routines and procedures and behavior expectations. Discipline incidents were decreasing over the years, however we know there are some factors that impacted our numbers and we will continue to monitor. Those factors include increased population and the SEL needs resulting from changing times, fast growth, and the pandemic. We have access to SEL data now for our 3rd-5th graders through Satchel Pulse.

On end of the year surveys at the campus level, teachers routinely site 'sense of family' and leadership development as being celebrations at JCT.

Parent volunteers and a strong PTA board have offered hours of support for our teachers. We have several parents who have become guest educators and since been hired in the district. We have positive feedback on Facebook and via Parent Square from parents. We have also kicked off the Ron Clark Academy House Systems to increase the sense of community and strengthen our culture and it has been received well by staff, students, and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On our 2022 Energage teacher survey, the data indicates teachers do not feel appreciated or that our district is doing things efficiently and well. **Root Cause:** Teachers need help/clearer expectations for prioritizing their time and aligning their actions with our campus instructional focus and district goals. They need to know "the why" behind the performance objectives we're working towards.

Problem Statement 2 (Prioritized): Parents have been more disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. Additional and intentional focus on meeting the SEL needs of students is important to home and school to address the increased needs of our students. **Root Cause:** Due to the COVID-19 pandemic and the resulting health and safety protocols that have been in place, parents have not been allowed to participate in daily school life or school events to the same degree even though other communication avenues are strong. This has led to a disconnect between the SEL work and the academic work happening at school.

Priority Problem Statements

Problem Statement 6: Our demographics are continually changing as a fast growth school. As our demographics continually change, we need to be sure we are adapting to each child's needs. Our percentage of students from economically disadvantaged homes continues to climb, at 37% this year. We must be prepared to respond to the needs of our students and community in an equitable, culturally responsive manner.

Root Cause 6: As a growing campus, we must continue to strive to meet the needs of diverse learners and their families. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.

Problem Statement 6 Areas: Demographics

Problem Statement 1: At the end of the 21-22 school year, many of our K-5 readers were reading below district average on text level but comparatively in most grades at district average in year's growth. In different grades, students in white, AA, ECD, SE, at risk and ELL student groups are underperforming compared to their district peers.

Root Cause 1: Many students need more than a year's growth to become on-level readers. This academic loss to our readers may be even greater after the pandemic and the uncertainty of the past 2 years as well as with our fast growth and high mobility. Students are not learning at a level or at a pace where they can transfer skills and knowledge gained daily to formal assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: Our 2022 Energage data indicates that while teachers feel they part of something meaningful, they don't have opportunities to learn and grow. We need to be sure that the ways we are working and collaborating lead to professional growth and increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue.

Root Cause 7: Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of making significant progress towards our campus goals.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: On our 2022 Energage teacher survey, the data indicates teachers do not feel appreciated or that our district is doing things efficiently and well.

Root Cause 8: Teachers need help/clearer expectations for prioritizing their time and aligning their actions with our campus instructional focus and district goals. They need to know "the why" behind the performance objectives we're working towards.

Problem Statement 8 Areas: Perceptions

Problem Statement 3: As a staff, we have a less experienced staff than other schools. 44% of our teachers have 5 years experience or less compared with 30% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. All teachers' SEL needs are apparent and must be considered in our approach.

Root Cause 3: As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs. The pandemic has cause unprecedented opportunities and hardships on teachers.

Problem Statement 3 Areas: Demographics

Problem Statement 2: In 21-22, our Reading STAAR passing rate increased in 3rd and 5th grade reading and maintained in 4th grade. On Math STAAR , passing rate increased in 3rd grade, but decreased in both 4th and 5th. We saw increases in Meets scores on 4 tests and Masters scores on 5 of 7 tests, but did not reach our 10% increase goal in Reading or Math on 6 of 7 tests.

Root Cause 2: Students are not learning at a deep level where they can internalize and transfer skills and knowledge to perform at higher levels on assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps that resulted from the pandemic as well as the equity in instruction and access to quality instruction for all learners.

Root Cause 4: PLCs have not focused on rigorous instruction to the extent needed to increase the instructional skill level of each teacher. Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 9: Parents have been more disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. Additional and intentional focus on meeting the SEL needs of students is important to home and school to address the increased needs of our students.

Root Cause 9: Due to the COVID-19 pandemic and the resulting health and safety protocols that have been in place, parents have not been allowed to participate in daily school life or school events to the same degree even though other communication avenues are strong. This has led to a disconnect between the SEL work and the academic work happening at school.

Problem Statement 9 Areas: Perceptions

Problem Statement 5: The world that we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and our world. Many students' SEL skills keep them from performing at their highest potential. Our school is experiencing both increases in discipline and escalated behaviors and an increase in mental health concerns unrelated to discipline.

Root Cause 5: Student academic and social emotional growth has been impacted by the COVID-19 pandemic, school closures and national events. Additionally, staff are being required to expand their skill sets to meet the needs of students in a digital world requiring us to lean on technology in more meaningful ways than ever.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: To ensure that all students are successful learners we will provide effective Tier 1 instruction with safety nets for students who are struggling, and enrichment for students who are mastering concepts. We will strive to ensure each child is performing on or above grade level. We will engage students in learning that is relevant and meaningful to them in addition to modeling and accepting work that meets or exceeds the standards. Students in targeted groups, and those students meeting HB 4545 criteria, will be specifically monitored. This will be crucial given the academic loss in math that has occurred due to the pandemic.

Evaluation Data Sources: On district assessments, we will increase our percentage of approaches, meets and masters by 5%. On MAP assessments, the percentage of students who meet growth projections will increase by 6% in math and reading. On state assessments, we will increase our percentage of students scoring at meets and masters by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Focus planning and instruction around our Instructional Focus/Problem of Practice (PoP).	**Formative**			**Summative**
In order for ALL students to perform at their maximum potential in math, we need to align our problem solving expectations and structures classroom to classroom and across grade levels. Increasing the rigor of our lessons at Tier 1 will be critical to our success.	**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Observations, student work, PLC discussions and journals, professional development with math coach, will lead to evidence of student achievement increases; use of ICLE and D&C tools, will lead to evidence of student achievement increases, Trailblazer Time and Tier 2/3 support for struggling students **Staff Responsible for Monitoring:** Principal, AP, Leadership team, Teachers **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide small group instructional time for meeting the individual needs of students inTier I instruction . Trailblazer Time will compliment the work done during the regularly structured instructional blocks and ensure that all students are responding to rigorous instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Running records, progress monitoring records, Imagine Literacy, Imagine Math, MAP, student achievement data, Trailblazer Time plan, student goal setting, student work, will lead to evidence of student achievement increases **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers, comp.ed. tutors/teachers **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Build collective efficacy through collaboration in weekly PLCs and with our instructional coaches - examine content standards, student work/exemplars, monitor student progress, fidelity of implementation of curriculum, teacher expectations, and student application of learning in assessments. Grade levels will place increased emphasis the connections between professional learning and classroom instruction and will continue to emphasize equitable instruction and meeting the needs of all student groups.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: PLC minutes, student work products, PLC journals, lesson plans, PLC growth, learning walks and observation feedback, observations in other teachers' classrooms, Lead4Ward field guides and other documents, protocol training, will lead to evidence of alignment classroom to classroom resulting in student achievement increases **Staff Responsible for Monitoring:** Teachers monitored by Principal, AP, Interventionists, Coaches **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Monitor math and reading progress and build independent readers and efficient mathematicians. Provide feedback and progress monitor for mastery for all students in order to meet students' individual needs and goals. Student group data will be monitored through data-driven instructional practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Goal setting and student reflection, MAP growth data, guided reading documentation, math progress monitoring, student work, Imagine Math and Imagine Math progress data, will lead to evidence of student achievement increases **Staff Responsible for Monitoring:** Principal, AP, Interventionists, GATES, Media Specialist, Teachers, comp.ed. tutors/teachers **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 5 Details		Reviews			
Strategy 5: Monitor students identified in MTSS and effectiveness of interventions for students in the MTSS process. Provide intervention services for students identified with characteristics of Dyslexia. Students at Tier 2 and Tier 3 are also identified at-risk and in need of intervention.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Lesson plans, progress monitoring, MTSS documentation, Dyslexia progress reports will lead to evidence of student achievement increases **Staff Responsible for Monitoring:** Principal, AP, Dyslexia Intervention Specialist, RtI Intervention Teacher **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2					

Strategy 6 Details		Reviews			
Strategy 6: Provide enrichment and extension opportunities to improve percentage of students performing at meets and masters levels in all student groups, specifically monitoring targeted student groups, on STAAR and CBAs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Lesson plans, observations indicate differentiated/scaffolded learning, analyzing common assessment data and student work expectations will lead to evidence of student achievement increases **Staff Responsible for Monitoring:** Principal, AP, GATES teacher, Teachers **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - Student Learning 2 - School Processes & Programs 1, 2					

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our demographics are continually changing as a fast growth school. As our demographics continually change, we need to be sure we are adapting to each child's needs. Our percentage of students from economically disadvantaged homes continues to climb, at 37% this year. We must be prepared to respond to the needs of our students and community in an equitable, culturally responsive manner. **Root Cause**: As a growing campus, we must continue to strive to meet the needs of diverse learners and their families. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.
Problem Statement 2: As a staff, we have a less experienced staff than other schools. 44% of our teachers have 5 years experience or less compared with 30% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. All teachers' SEL needs are apparent and must be considered in our approach. **Root Cause**: As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs. The pandemic has cause unprecedented opportunities and hardships on teachers.

Demographics

Problem Statement 3: The world that we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and our world. Many students' SEL skills keep them from performing at their highest potential. Our school is experiencing both increases in discipline and escalated behaviors and an increase in mental health concerns unrelated to discipline. **Root Cause**: Student academic and social emotional growth has been impacted by the COVID-19 pandemic, school closures and national events. Additionally, staff are being required to expand their skill sets to meet the needs of students in a digital world requiring us to lean on technology in more meaningful ways than ever.

Student Learning

Problem Statement 1: At the end of the 21-22 school year, many of our K-5 readers were reading below district average on text level but comparatively in most grades at district average in year's growth. In different grades, students in white, AA, ECD, SE, at risk and ELL student groups are underperforming compared to their district peers. **Root Cause**: Many students need more than a year's growth to become on-level readers. This academic loss to our readers may be even greater after the pandemic and the uncertainty of the past 2 years as well as with our fast growth and high mobility. Students are not learning at a level or at a pace where they can transfer skills and knowledge gained daily to formal assessments.

Problem Statement 2: In 21-22, our Reading STAAR passing rate increased in 3rd and 5th grade reading and maintained in 4th grade. On Math STAAR , passing rate increased in 3rd grade, but decreased in both 4th and 5th. We saw increases in Meets scores on 4 tests and Masters scores on 5 of 7 tests, but did not reach our 10% increase goal in Reading or Math on 6 of 7 tests. **Root Cause**: Students are not learning at a deep level where they can internalize and transfer skills and knowledge to perform at higher levels on assessments.

School Processes & Programs

Problem Statement 1: Our 2022 Energage data indicates that while teachers feel they part of something meaningful, they don't have opportunities to learn and grow. We need to be sure that the ways we are working and collaborating lead to professional growth and increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. **Root Cause**: Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of making significant progress towards our campus goals.

Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps that resulted from the pandemic as well as the equity in instruction and access to quality instruction for all learners. **Root Cause**: PLCs have not focused on rigorous instruction to the extent needed to increase the instructional skill level of each teacher. Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: We will develop a culture that will help to develop, retain and recognize highly motivated staff in order to provide meaningful instruction and build connections for students and staff.

Evaluation Data Sources: We will offer yearlong opportunities to develop our staff professionally and to recognize our staff successes, while operating within a culture of collective efficacy.

Strategy 1 Details		Reviews			
Strategy 1: Recognize and celebrate dedication and accomplishments of staff including leadership opportunities, classroom impact, professional development participation, and facilitation and support their SEL needs.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Blazer Brags for adults on the announcements, staff recognition, Thompson Time celebrations, leadership teams, surprise treats, showcase staff work that shows creativity, innovation, problem solving spirit, along with staff surveys leading to evidence of a collaborative, supportive culture **Staff Responsible for Monitoring:** All staff members **Problem Statements:** Demographics 2, 3 - School Processes & Programs 1, 2 - Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: We will recruit, interview and support highly qualified teachers who meet the needs our campus and provide mentors or peer buddies to teachers with less than three years experience or new to the district.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Reflection sheets, observations, meeting minutes will lead to evidence of a collaborative culture and growth opportunities for new staff **Staff Responsible for Monitoring:** Principal, AP, Mentor Coordinator **Problem Statements:** Demographics 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1					

Strategy 3 Details		Reviews			
Strategy 3: Provide professional development targeted to teachers' needs and aligned with the instructional focus and T-TESS goals through district PD, campus PD, grade level PLCs, and individual coaching conversations. This could include training with Thomas Van Soelen.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Participation in Thompson Time, PLCs , district PD and implementation/follow through in the classroom, lesson plans, observations, book study dialogue results in classroom instructional changes and increased student achievement. **Staff Responsible for Monitoring:** Principal, AP, Teachers, Leadership Teams					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our demographics are continually changing as a fast growth school. As our demographics continually change, we need to be sure we are adapting to each child's needs. Our percentage of students from economically disadvantaged homes continues to climb, at 37% this year. We must be prepared to respond to the needs of our students and community in an equitable, culturally responsive manner. **Root Cause**: As a growing campus, we must continue to strive to meet the needs of diverse learners and their families. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.
Problem Statement 2: As a staff, we have a less experienced staff than other schools. 44% of our teachers have 5 years experience or less compared with 30% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. All teachers' SEL needs are apparent and must be considered in our approach. **Root Cause**: As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs. The pandemic has cause unprecedented opportunities and hardships on teachers.
Problem Statement 3: The world that we are preparing children for is ever-changing and we must continue to grow as professionals to meet the changing needs of our community and our world. Many students' SEL skills keep them from performing at their highest potential. Our school is experiencing both increases in discipline and escalated behaviors and an increase in mental health concerns unrelated to discipline. **Root Cause**: Student academic and social emotional growth has been impacted by the COVID-19 pandemic, school closures and national events. Additionally, staff are being required to expand their skill sets to meet the needs of students in a digital world requiring us to lean on technology in more meaningful ways than ever.

School Processes & Programs
Problem Statement 1: Our 2022 Energage data indicates that while teachers feel they part of something meaningful, they don't have opportunities to learn and grow. We need to be sure that the ways we are working and collaborating lead to professional growth and increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. **Root Cause**: Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of making significant progress towards our campus goals.
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Perceptions
Problem Statement 1: On our 2022 Energage teacher survey, the data indicates teachers do not feel appreciated or that our district is doing things efficiently and well. **Root Cause**: Teachers need help/clearer expectations for prioritizing their time and aligning their actions with our campus instructional focus and district goals. They need to know "the why" behind the performance objectives we're working towards.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: We will support the social emotional needs of staff and students as a result of working and learning in a pandemic and of our changing times, being intentional about staff and students as SEL learners and leaders as well as instructional leaders in their classrooms and roles.

> **Evaluation Data Sources:** Monitor the effectiveness of our SEL, character and student recognition programs based on student, teacher, parent, counselor, feedback and Satchel Pulse data. We will monitor teacher needs and satisfaction through teacher surveys.

Strategy 1 Details	Reviews			
Strategy 1: Involve families in their child's academic life and work together to build social-emotional skills in students with an emphasis on self-awareness, communicating weekly information from grade levels with newsletters, teacher posts on Parent Square, monthly school newsletters, pictures/video of student/staff/campus/district celebrations on posts, TV screens, website, Facebook page, Twitter feed, YouTube, calls/texts to open lines of communication and involve parents in campus events, learning initiatives and learning expectations and standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Parent Square reports and Smore opens indicate teacher/parent engagement, PTA membership, parent and student feedback, surveys, Facebook posts, will lead to evidence of a strong community culture **Staff Responsible for Monitoring:** Principal, AP, Teacher, CTL, Office Manager, Attendance Clerk, Receptionist **Problem Statements:** Student Learning 1, 2 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Find creative ways to build partnerships with the community to promote student math, reading and writing literacy, as well as enrichment opportunities, including things such as a Gardening Club, parenting classes, Watch D.O.G.S. program, student intern opportunities, mentors for students in need.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Participation and volunteer logs, curriculum night, PTA membership and involvement, attendance at school events, feedback from survey, Watch D.O.G.S. calendar, parent class attendance, will lead to evidence of a strong community culture. Participation in art club, choir, leadership club, Destination Imagination, Reflections, UIL, Battle of the Books, and school clubs (iTime) etc. will lead to evidence of a positive school environment. Feedback, PTA minutes, reading logs, attendance at events, will lead to evidence of a positive partnership within and between our community. **Staff Responsible for Monitoring:** Counselor, Principal, AP **Problem Statements:** Demographics 3 - Student Learning 1, 2 - Perceptions 2				

Strategy 3 Details		Reviews			
Strategy 3: Recognition of student academic and personal success utilizing the TRAIL Guide, morning meetings, Blazer Blasts and the house system. Promote attendance through classroom and campus wide celebrations and incentives.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: TRAIL Guide, House Rules and House points, Satchel pulse data, participation in assemblies/rallies, rewards, student feedback, staff feedback, Blazer Blast, Blazer Brags, intentional SEL lessons, decrease in office referrals will lead to evidence of a positive partnership within and between our community and a supportive school environment. Students and staff will demonstrate SEL skills such as self-control, perseverance, tolerance, and empathy. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers, SEL/PBIS Task Force **Problem Statements:** Demographics 3 - Student Learning 1, 2 - Perceptions 2					

Strategy 4 Details		Reviews			
Strategy 4: Provide strategies for behavioral support for all students with additional focus on students struggling with behavior. Students with significant behaviors will be assigned a mentor or check in person for support in order to intervene for the child and maximize instructional time.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Behavior tracking, special education referrals, discipline referrals will lead to evidence of a positive school environment, TRAIL Guide Blazer Brags, meeting minutes, resulting in decreased discipline **Staff Responsible for Monitoring:** Principal, AP, Counselor, Special Education Staff, Behavior Interventionist **Problem Statements:** Demographics 2, 3 - Student Learning 1 - School Processes & Programs 2					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

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Perceptions

Problem Statement 2: Parents have been more disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. Additional and intentional focus on meeting the SEL needs of students is important to home and school to address the increased needs of our students. **Root Cause**: Due to the COVID-19 pandemic and the resulting health and safety protocols that have been in place, parents have not been allowed to participate in daily school life or school events to the same degree even though other communication avenues are strong. This has led to a disconnect between the SEL work and the academic work happening at school.

Addendums

J.C. THOMPSON ELEMENTARY
2022-23
Instructional Focus

NISD Priority Goals
Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan. |

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

Based on math data from MAP and STAAR, we have determined that our campus goal should be focused on math achievement.

Goal: To increase the percentage of all student groups meeting growth goals on formative and summative math assessments and/or MAP growth by at least 5%.

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s)

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

In order for ALL students to perform at their maximum potential in math, we need to align our problem solving expectations and structures classroom to classroom and across grade levels.

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers. These layers to our map will help us improve our	**If we,** Utilize the Instructional Framework during planning and PLCs, with a specific focus on the JCT Big 3,
	And if we, Design and utilize a vertically aligned problem solving rubric and structure,

Instructional Challenge (POP) this year:	**And if we,** Formatively assess progress frequently,
	Then these are the changes we expect to see in ourselves and our students: • Fidelity in problem-solving • Content literacy dialogue in PLCs • Student discourse using academic vocabulary • Increased achievement on math assessments

ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

● As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
● What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
● What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
● Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
● How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Create/review Problem Solving Rubrics	K-2, 3-5	First 6 weeks	Walkthroughs, grade level PLC dialogue, math team dialogue, student work

Planned professional learning opportunities during PLCS and Thompson Time with instructional coach	K-5	Ongoing	Walkthroughs, grade level PLC dialogue, math team dialogue, aligned problem solving work in student notebooks
Reviewing curriculum resources available to support problem solving	K-5	Ongoing	Walkthroughs, grade level PLC dialogue, math team dialogue
Focus planning and instruction on the JCT Big 3	PK-5	Ongoing	Thoughtful work with Depth & Complexity to increase level of thinking High level questioning and academic vocabulary to deepen understanding

			Academic discussions to consistently add peer dialogue around the learning task
Monitoring CBA and assessment data to determine growth and address areas/TEKS of concerns in student data	K-5	Ongoing	Edugence, NWEA reports, DDI process, Trailblazer Time plans and actions

Develop re-assessment opportunities to determine growth with trouble spots using data-driven instruction (DDI)	K-5	Ongoing	CBA and post-Trailblazer Time data will show student growth with areas of concern/addressed TEKS